



90-DAY ACTION PLAN

District: Charlotte-Mecklenburg Schools
School: James Martin Middle School
Principal: Tonya M. Faison

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.

The purpose of the turnaround initiative at James Martin Middle School is to improve student achievement and proficiency evidenced by self-directed, competent students prepared for future educational and/or career pathways. School leaders will leverage district leadership supports and expertise to align resources, professional development and tiered interventions to accomplish school goals.

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	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Increase Language Arts Proficiency	Overall: 33.39%	40.01%	Fall and Winter Student Growth MAP data; First two interim assessments data
2	Increase Math Proficiency	Overall: 23.84%	28.6%	Fall and Winter Student Growth MAP data; First two interim assessments data
3	Decrease In-School and Out-of School Suspensions	OSS 611; ISS 406	OSS 549; ISS 365	Monthly incident reports from principal portal and PowerSchool
4	Strengthen use of Data Driven Instruction	Overall EOGs: 34.57%	41.5%	PLC observation rubrics and feedback

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.

Learning Community Superintendent Signature _____

Date _____

District Shepherd Signature _____

Date _____

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Instructional Culture

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Despite professional development opportunities around PLCs, there is evidence that the PLC team process has been implemented inconsistently.</p>	<p>School Leader Responsible: Dylan Marshall</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> At least 8 out of the 10 PLCs will score at least a 3.5 or better on the PLC Observation Rubric. (Leveraged Leadership)</p>	

Root Cause(s) to Address Hypothesis of Priority: *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*
 Lack of teacher understanding of the PLC process; Understanding of PLC expectations; administrators not attending PLC meetings to observe and give feedback on the process

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide refresher PD on the PLC planning & implementation process to include admin team	S. Galmon	By Sept. 11 th <small>Sept 23rd</small>	Contact NELC-V Curriculum Spec.
Develop expectations for PLC planning and outcomes	SLT, G. Bell	By Sept. 2nd	Work w/NELC-V Curriculum Spec.
Admin team will observe 75% or more of the PLC meetings	T. Faison	January 19 th	Schedule of observations
Admin team will provide PLC teams with feedback and differentiated support	T. Faison	January 19 th	PBS Curriculum Planning Rubric
Coaching teams will coach teachers to ensure that they understand and implement PLC expectations appropriately		Ongoing	
Create action plans for teachers as needed to support classroom instruction		Ongoing	

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Sept. 30 th	Professional Development roster; Staff PD evaluation; Team Norms/SMART goals	
Sept. 30 th		

	Draft documents of PLC expectations	
Oct/15 – Jan /16	Admin will observe PLC meeting and use rubric for rating/feedback (PLCs will be rated at the end of each quarter)	

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Student Culture

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Students do not see teachers as first-responders who are capable of handling most minor disciplinary incidents due to the number of referrals written. Teachers only focus on those behaviors that warrant automatic school-wide consequences and interventions from administrators rather than working with students to change the behavior in the classroom.</p>	<p>School Leader Responsible: Sandra Galmon</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Develop and implement positive school-wide expectations that will be mandated and followed by all teachers and staff to ensure students follow the school-wide expectations. Decrease in the number of classroom incidents and suspensions.</p>	
<p>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> Teachers have varying levels of success with effective classroom and behavior management strategies. Disciplinary processes and procedures are not clearly understood by all staff.</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Develop school-wide behavioral expectations.	Staff/Faison	August 21 st	
Define the difference between minor and major classroom incidents	J. Duncan	August 21 st	PowerPoint
Develop and use flowchart for how minor and major classroom incidents will be processed by administrators	T. Faison	August 21 st	
Develop and give teachers behavioral strategies to use to handle incidents in the classroom	J. Duncan	1 st set: Aug 21 st Continuous through Sept. 30 th	Carol Lieber – Engaging Schools
Develop a plan for assisting with interventions for repeat offenders which will include systems and ongoing support	Admin Team/Faison	Ongoing	
Professional development for all staff on Restorative Practices	Faison	October 23 rd and Jan. 25 th	Trainers from the district

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Sept - January	Monthly incidents report from the principal portal compared to last year during the same month and review of teacher/BMT intervention logs	
August 24 th	School-wide expectations will be posted in the hallways, cafeteria and classrooms	
Sept. - January	Teacher survey concerning classroom incidents and protocol effectiveness	

Quick Win Plan (Only for first semester)

In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in this plan.

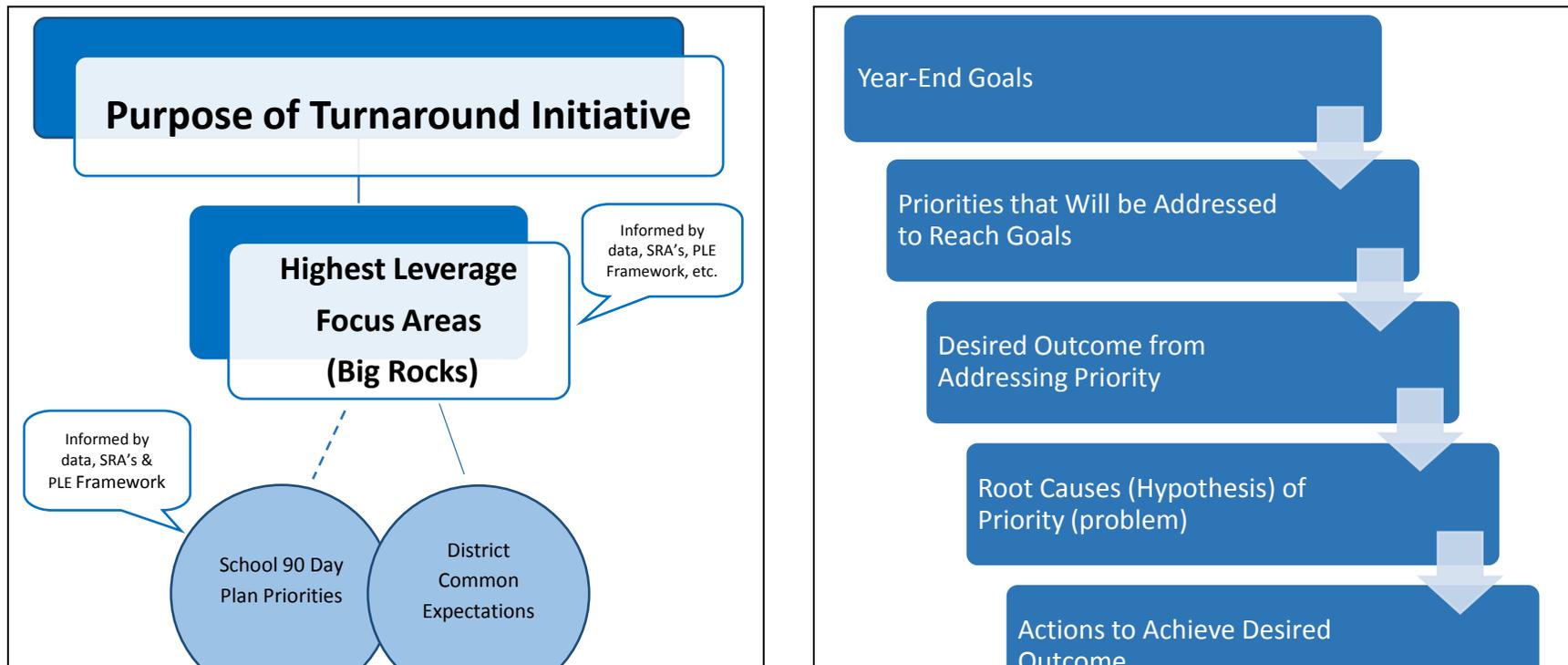


Staff will work together collaboratively to rebrand the school. The development of behavioral intervention strategies will assist teachers with being able to handle minor classroom incidents so that instruction is not interrupted.

Identify up to 4 specific actions that will make the quick win plan happen.

	Action	Person Responsible	Timeline
1	Develop school-wide expectations with teachers during the beginning of the year meeting.	T. Faison, Bell	August 17 th & 18 th
2	Display school-wide expectations throughout the school.	Marshall	September 30 th
3	Provide parents/students with a copy of the school-wide expectations.	Galmon	August 25 th
4	Supply teachers with behavioral intervention strategies to use in the classroom.	Duncan	August 31 st

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
90-Day Plan Development & Reflection Tool

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.

Overall Reflections/Feedback: *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)*

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 <u>clear</u> root cause hypothesis on why the problem exists? Has school leadership attempted to identify <u>addressable</u> hypotheses (i.e. within the locus 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?				