



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

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

*District: Yuma District #1
School: Gila Vista Junior High School
Principal: Thad Dugan*

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 YEAR(S)

The Gila vista community expects and supports student academic and social success through fostering PRIDE:

Vision for Meeting Mission (PRIDE)

- Preparation for high school
- Relationship building
- Innovative Instruction
- Data-driven decisions
- Expectations that are high, clear, and consistent

Priorities

- Master Schedule prioritizes teacher teaming
- PD focused on specific initiatives that is job-embedded and ongoing throughout the year
- Personalization/Differentiation of instruction based upon data identifying specific student strengths and areas of improvement
- Improving student and parent participation by implementing community partnerships and a "community school" model

Focus Goal

Our staff goal is to move students/demonstrate growth based on Pre-Post Galileo assessments that demonstrate at least 80% of our students meet/exceed expected growth.



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List School-Wide Goals in the Following Areas Math & ELA Based Upon Galileo- Science Based Upon AZ Merit						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 TH Grade Algebra, 2 ND Grade L Arts, % Math Advanced,			
MATH BASELINE PROFICIENCY 2015-2016	MATH PROFICIENCY GOAL 2016-2017	LANG. ARTS BASELINE PROFICIENCY 2015-2016	LANG. ARTS PROFICIENCY GOAL 2016-2017	SCIENCE BASELINE PROFICIENCY 2015-2016	SCIENCE PROFICIENCY GOAL 2016-2017	BASELINE 2015-2016	GOAL 2016-2017	BASELINE 2015-2017	GOAL 2016-2017
6th 12%	80%	6th 21%	80%						
7th 25%	80%	7th 17%	80%						
8th 33%	80%	8th 35%	80%	8th 50%	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
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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>)
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District ONE recommends 2 goals – 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

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
The school culture is in transition from being focused on compliance/respectful behavior to an emphasis on a climate of academic performance.	80% of the school’s students will meet/exceed expected growth based upon Pre/Post Galileo assessments	High academic expectations are not held for ALL students- Students do not have high expectations for themselves/ do not see themselves as effective students.	<ul style="list-style-type: none"> - Saturday school to hold students accountable to higher academic standards and provide extra academic assistance to students - Increased participation rates in 21st Century programming - Staff/Student mentoring of 20% of the school’s students - Administration/Counselor meetings to set goals with All failing students 	<p>Monthly starting in September</p> <p>End of quarter 1</p> <p>Bi-weekly check-ins</p> <p>Progress 1, End Qtr 1, Progress 2, End of Qtr 2</p>	<p>Admin/Teacher from each grade level</p> <p>21st Century Coordinator</p> <p>All staff</p> <p>Principal, AP, counselor</p>	<p>Decrease in number of students failing</p> <p>Attendance records</p> <p>Increased academic performance (grades)- Students participating</p>



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						reporting higher rates of success and higher esteem as students (survey)
Student specific data will be used to plan and differentiate lessons based upon student needs	100% of teachers will be able to discuss (evaluative conferencing) and demonstrate (lesson plans) the use of student-specific data in planning and delivery of lessons	Instructional practices not focused on student-level data- Tier 1 instruction is not differentiated/personalized for students	<ul style="list-style-type: none"> - PD aligned with data-driven instructional practices (e.g. data literacy, UBD) - Team Meetings emphasizing student-specific data and standards to be taught to address student needs 	<p>Minimum 1X/month</p> <p>Weekly</p>	<p>Admin/SEM</p> <p>- Admin, SEM, Teachers</p>	<p>PD agendas</p> <p>Team Meeting Notes</p>
ALL students are not held accountable to high levels of participation in classroom learning- Teacher instruction based upon direct instruction modality versus	80% of walkthrough evidence will show 80% rate of student participation and 75% of teacher instruction in role as facilitator	Structures and instructional practices do not facilitate high levels of student engagement- Teacher delivery of content through direct instruction with little student discussion or	<ul style="list-style-type: none"> - Development of walkthrough protocol focused on student engagement and levels of questions to be used in weekly walkthroughs - Walkthrough feedback with goal setting/commitment to goal - PD emphasizing engagement strategies, levels of questioning 	<p>Progress 1</p> <p>Weekly</p> <p>Minimum 1X/month</p>	<p>Admin/SEM</p> <p>Admin/SEM</p> <p>Admin/SEM</p>	<p>Protocol-tracked through Google Doc</p> <p>Feedback- Email/Notes- Goal sheets PD Agendas</p>



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facilitation of student engagement-	Questioning strategies will be used to elicit responses- 50% of questions asked will be in level 2&3 based upon Costa's model of questioning	explanation to answers- Questions asked at Costa's level 1 with little explanation to why response was given				
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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

Associate Superintendent

Date