



## 90 DAY ACTION PLAN

### Actions to be Taken and Root Cause Performance Challenges to be Addressed

District: Aztec Municipal School District  
School: Vista Nueva High School  
Principal: Melissa Maestas

**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

The priorities for the 2013-14 school year at Vista Nueva High School are to become a more student-centered school that will utilize best practices to ensure every students' needs are addressed.									
LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 <sup>TH</sup> Grade Algebra, 2 <sup>ND</sup> Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)			
MATH BASELINE PROFICIENCY 2012-2013	MATH PROFICIENCY GOAL 2013-2014	LANG. ARTS BASELINE PROFICIENCY 2012-2013	LANG. ARTS PROFICIENCY GOAL 2013-2014	SCIENCE BASELINE PROFICIENCY 2012-2013	SCIENCE PROFICIENCY GOAL 2013-2014	GRADUATION RATE BASELINE 2012-2013	GRADUATION RATE GOAL 2013-2014	ACT PARTICIPATION BASELINE 2012-2013	ACT PARTICIPATION GOAL 2013-2014
(10 <sup>th</sup> ) 0 percent	(10 <sup>th</sup> ) 15 percent	(10 <sup>th</sup> ) 15 percent	(10 <sup>th</sup> ) 30 percent			67 percent	85 percent	5 percent	50 percent
(11 <sup>th</sup> ) 20 percent	(11 <sup>th</sup> ) 35 percent	(11 <sup>th</sup> ) 27 percent	(11 <sup>th</sup> ) 42 percent	(11 <sup>th</sup> ) 40 percent	(11 <sup>th</sup> ) 55 percent	VOCABULARY BASELINE 2013-14	VOCABULARY GOAL 2013-14	COMPREHENSION BASELINE 2013-14	COMPREHENSION GOAL 2013-14
All 11 percent	All 26 percent	All 21 percent	All 36 percent			(High School or PHS) 50 percent	(High School or PHS) 65 percent	(High School or PHS) 65 percent	(High School or PHS) 80 percent

#### 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</i>	For each performance challenge, describe the long- term goal for performance	For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete	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	Define what measurable evidence would indicate needed progress toward long-term goal by

<i>solve?)</i>	<i>(what specifically is possible and measureable?)</i>	to determine root cause <i>(why does this challenge exist?)</i>			complete <i>(who)</i>	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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The current assessment strategy used at VNHS does not provide the necessary data to progress monitor students.	By the end of the year, all teachers will have administered the CFAs (Common Formative Assessments) and reading diagnostics to 100 percent of their students.	Staff have not had specific professional development regarding administering and analyzing CFAs.	Teachers will receive “mini” training at beginning of the school year staff orientation identifying assessments that will be used throughout the year, timeline of assessments, and how to review pertinent data.  The expectation will be announced at the beginning of the school year at staff orientation that all teachers will administer CFAs every 1.5-2 weeks in all content areas.	By July 29, 2013	Maestas	Review and analysis of “sample” data spreadsheet and “script” questions during staff meeting.
		VNHS does not have any baseline data.	Teachers will administer Gates-MacGinitie Reading Assessment to all students to determine reading and vocabulary levels. Gates-MacGinitie Reading Assessment administered again in the Spring to show progress.	By August 1, 2013	Dusenbery	Assessment results.
		VNHS has not collaborated with other high school in district to create common CFAs.	Teachers will collaborate with the other high school in the district to share common CFAs in all content areas.	By August 9, 2013	Dusenbery, Sanders, Hotal, Blanchard	Teachers will have CFAs or will assist the other high school to create CFAs.

		A system to monitor administration of CFAs is not in place.	Teachers will meet individually with principal within one day after each CFA to review results and identify what actions to take; data based lesson plans, teacher action plans, individual/group student plans.	August 12, August 21, August 30 (IA), September 10, September 19, October 9 (IA), October 11 (EoC), October 22, October 31, November 11 (IA), November 20, December 6, December 18 (IA), December 12, (EoC)	Dusenbery, Sanders, Hotal, Blanchard, Maestas	Classroom observation of CFAs being administered.  CFA results submitted to Principal.
			Results of each CFA will be discussed and data reviewed at weekly PLC meetings.	August 5, August 12, August 19, August 26, September 9, September 16, September 23, October 7, October 14, October 21, October 28, November 4, November 11, November 18, December 2, December 9, December 16, 2013	Dusenbery, Sanders, Hotal, Blanchard, Maestas	PLC meeting agendas and sign-in sheets.  Updated data spreadsheets.

VNHS lacks a process to gather and analyze data.	By the end of the year, all pertinent school level, from previous and current year, will be collected, organized, and analyzed using a user-friendly spreadsheet.	A system to gather data is not in place.  Staff have not had specific professional development gathering and analyzing data.	A spreadsheet of all VNHS students for the current school year will be made available to staff during Professional days at the beginning of the school year.	By July 30, 2013	Maestas	Completion of spreadsheet with pertinent information from last school year and this school year.
			VNHS data spreadsheet will be living document where new information (grades, absences, suspensions, assessments, etc.) will be added throughout the school year.		Sanders	
			Staff will participate in an activity to review "sample" data spreadsheet during Professional Days at the beginning of the school year.	By July 30, 2013	Maestas	Review and analysis of "sample" data spreadsheet and "script" questions during staff meeting.
			Staff will create data analysis protocol form (leading questions) to begin conversations regarding data analysis.	August 31, 2013	Hotal, Blanchard	Completed data analysis protocol form.
			Staff will be trained by district employee (James Jacobs) familiar with data.	August 31, 2103	Maestas	Agenda with training information.
			Staff will review and analyze data spreadsheet each week at PLC meetings.	August 5, August 12, August 19, August 26, September 9, September 16, September 23, October 7, October 14,	Dusenbery, Sanders, Hotal, Blanchard, Maestas	Data spreadsheet will be continuously updated.  PLC meeting agendas and sign-in sheets.

				October 21, October 28, November 4, November 11, November 18, December 2, December 9, December 16, 2013		
Current RtI (Response to Intervention) is not based on effective data driven decisions of student learning gaps.	By the end of the school year, 100 percent of all students performing below grade level will receive targeting intervention.	Learning gaps for students have not been identified.  A system to place students in targeted RtI is not in place.	<p>All students will take the Gates-MacGinitie Reading Assessment to determine reading and vocabulary levels.</p> <p>All students will take Gates-MacGinitie Vocabulary and Reading Comprehension Assessment at beginning and end of school year; practice ACT at beginning, middle, and end of school year; CFAs every 1.5-2 weeks; IAs 2 times during the semester; EoC at end of semester; and NMSBA at end of school year.</p> <p>Results from above-mentioned assessments will be added to date</p>	<p>By July 31, 2013</p> <p>August 12, August 21, August 30 (IA), September 10, September 19, October 9 (IA), October 11 (EoC), October 22, October 31, November 11 (IA), November 20, December 6, December 18 (IA), December 12, (EoC)</p> <p>July 31 through</p>	<p>Dusenbery</p> <p>Dusenbery</p> <p>Maestas Dusenbery,</p>	<p>Completion of assessment and scores included on data spreadsheet.</p> <p>Completion of assessment.</p> <p>Scores included on data</p>

			spreadsheet.	December 20, 2013	Sanders, Hotal, Blanchard	spreadsheet.
			Staff will analyze data to identify learning gaps.	August 5, August 12, August 19, August 26, September 9, September 16, September 23, October 7, October 14, October 21, October 28, November 4, November 11, November 18, December 2, December 9, December 16	Dusenbery, Sanders, Hotal, Blanchard, Maestas	PLC meeting agendas and sign-in sheets.
			Students will be placed in targeted Rtl groups at least every 1.5-2 weeks.	July 31 through December 20, 2013	Dusenbery, Sanders, Hotal, Blanchard, Maestas	Rtl placement documentation.
			Effectiveness of Rtl will be monitored through student work/student progress and discussed at weekly PLC meetings.	August 12 through December 20, 2013	Dusenbery, Sanders, Hotal, Blanchard, Maestas	Student work, PLC meeting agendas and sign-in sheets.

#### QUICK WIN PLAN

*In a few sentences, describe how your organization will achieve early and noticeable wins that build momentum by creating virtuous cycles that foster credibility (for the leader and the turnaround story) while disempowering naysayers. Early wins can include initial communication efforts, should be achieved within the first 30 school days and could be the initial steps towards addressing the top 3-4 school priorities listed above.*

Vista Nueva High School will achieve early and noticeable wins by recognizing teacher “ownership” and collaboration within PLC groups regarding effective data analysis. Students will be recognized during “Forum period” as a group and individually on academic progress (based on assessments). Recognition and celebrations of students and staff working together.

*List up to 4 specific actions or deliverables necessary to make the quick win plan happen.*

1	2	3	4
Gates-MacGinitie results reviewed with students and graphed (pie chart), with results to be posted. Students did better than they thought they would.	All staff and teachers put “hands on” data spreadsheet with pertinent information. Teachers will be recognized among their peers at next PLC meeting and during Forum among students. An “all hands on” poster will be created and hung in the hallway next week.	All teachers, students, and parents will sign a “Commitment Form” and “We’re Committed Wall” stating that all stakeholders are committed to be in school, be on time, be prepared, and be respectful.	Students will receive a certificate of recognition in Forum for completing the practice ACT.

**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