30 – 60 – 90 Day Plan
Meyzeek Middle School

Developed by Kate Stiglitz and Kelly Haile

Climbing Towards the Peak

PLAN GOALS

- Goal 1: Establish a learning culture that focuses on increasing student achievement.
- Goal 2: Establish a culture that embraces the social and emotional needs of all students.
- Goal 3: Establish a systematic approach for implementing effective instruction.

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Response to Intervention**
Activities for Day 1 – 30

- Create a Universal Screener to include: state assessment data, academic grades in math and reading, district proficiency assessment data, reading Lexile, math Quantile
  Contact: Academic Counselor
  By when: August 20

- Determine appropriate tiers for all students
  Contact: Academic Counselor
  By when: August 27

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Response to Intervention**
Activities for Day 1 – 30

- Discuss data and determine appropriate interventions for students in Tier 2 or Tier 3.
  Contact: Academic Counselor & Team Teachers
  By when: September 3

- Begin Tier 2 and Tier 3 interventions
  By when: September 7

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Response to Intervention**
Activities for Day 31 – 60

- Gather data from the following:
  - Tier 2 and Tier 3 Intervention Programs
    - Successmaker, Study Island, Corrective Reading, Read 180, Read XL, Do the Math Now
  - Formative classroom assessments
  - Teacher observations

    Contact: Team Leaders and Grade Level Administrators
    By when: October 1

- Update the Universal Screener

  Contact: Academic Counselor
  By when: October 3

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Response to Intervention**
Activities for Day 31 – 60

- Change student Intervention classes as needed
  Contact: Grade Level Administrators
  By when: October 6

- Continue to monitor student progress by collecting summary data reports from each teacher
  Contact: Grade Level Administrators
  By when: every Friday

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Response to Intervention**
Activities for Day 61 – 90

- Continue to monitor student progress by collecting summary data reports from each teacher
  - Contact: Grade Level Administrators
  - By when: every Friday

- Analyze Intervention data
  - Contact: Administration Team
  - When: at weekly Professional Learning Community Meetings

- Enroll students not meeting goals in Extended School Services
  - Contact: ESS Teacher Lead
  - By when: November 19

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Response to Intervention**
Activities for Day 61 – 90

- Conference with students not meeting goals
  Contact: ESS Teacher Lead
  By when: November 26

- Gather data to update Universal Screener and determine necessary changes for Interventions for the 2nd semester
  Contact: Academic Counselor
  By when: December 19

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Improve Attendance**
Activities for Day 1 – 30

- Examine previous years attendance data and determine which students may be at risk for poor attendance this school year.
  Contact: School Counselor
  By when: August 20th

- Explain and distribute Attendance Policy to all students
  Contact: Team Leaders and teachers
  By when: August 20th

- Monitor first 2 weeks of attendance for students who stand out as missing days during the first 2 weeks.
  Contact: School Counselor and attendance clerk
  By when: August 27th

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Improve Attendance**
Activities for Day 31 – 60

- Meet with students who experienced poor attendance in the early part of the school year.
  Contact: School Counselor
  By when: October 3rd

- Assign an Attendance Buddy (a staff member at the school) to students who have experienced poor attendance. The buddy will meet with the student on a regular basis, check their attendance regularly and help remove barriers that interfere with their attendance.
  Contact: School Counselor
  By when: October 10th

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Improve Attendance**
Activities for Day 31 – 60

- Students will work in conjunction with their Attendance Buddies to set attendance goals.
  Contact: School Counselor & Attendance Buddies
  By when: October 15th

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Improve Attendance**
Activities for Day 61 – 90

- Plan home visits or parent conferences for students who continue to struggle with attendance.
  Contact: School counselor &/or Youth Services Center coordinator
  By when: November 14th

- Celebrate with students who have improved attendance and reached their attendance goals.
  Contact: Grade level administrators
  By When: December 12th

Goal 1: Establish a learning culture that focuses on increasing student achievement.

Strategy: **Improve Attendance**
Activities for Day 61 – 90

- Continuously monitor attendance for students whose attendance has shown improvement as well as those still exhibiting attendance problems.

  Contact: School counselor and attendance clerk
  By when: December 12th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Create a Comprehensive Counseling Program**
Activities for Day 1 – 30

- An evening presentation will be made to parents and staff by all the mental health agencies and people that provide services to students at the school.
  Contact: School counselor and Youth Service Center coordinator
  By when: August 20th

- School counselor will identify students from the previous year that received some type of service at the school.
  Contact: School Counselor
  By when: August 27th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Create a Comprehensive Counseling Program**

Activities for Day 1 – 30

- School counselor will meet with all agencies providing services to students at the school to develop a universal screener to track students receiving services. Team will also establish a calendar for meeting dates.

  Contact: School counselor and representatives from mental health agencies

  By when: August 29th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Create a Comprehensive Counseling Program**
Activities for Day 31 – 60

- Evaluate student progress and update the universal screener as necessary.
  Contact: School counselor and counseling team
  By when: October 10th

- School counselor will meet with each team of teachers in the building to identify students that may still need counseling services and to check in on student progress so far.
  Contact: School counselor and team leaders
  By when: October 17th

- School Counselor will cross reference behavior data to make sure the needs of all students are being met.
  Contact: School counselor and grade level administrators
  By when: October 24th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Create a Comprehensive Counseling Program**
Activities for Day 61 – 90

- School counselor will desegregate data to reevaluate group and individual counseling needs.
  Contact: School counselor
  By when: November 13th

- School counselor and other individuals or agencies providing services to students will set up parent conferences or home visits to update parents on the status of their child.
  Contact: School counselor and other agencies providing services
  By when: November 20th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Create a Comprehensive Counseling Program**

Activities for Day 61 – 90

- The Counseling committee will meet at the end of the first semester to examine data and identify services that should be provided in the second semester to meet the needs of students.

  Contact: Counseling committee members

  By when: December 19th

(ASCA National Model, 2005)

December 19

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Implement Positive Behavioral Interventions & Supports**
Activities for Day 1 – 30

- Examine last years referral data to determine problem areas in the building (cafeteria, hallways, classrooms).
  Contact: Principal and grade level administrators
  By when: August 20th

- Implement lesson plans during the first days of school that outline expectations for student behavior in common areas.
  Contact: Administrators, PBIS team
  By when: August 20th

- Identify students from the previous year that had behavior problems (multiple referrals or suspensions) and assign them a mentor.
  Contact: Grade level administrators
  By when: August 27th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Implement Positive Behavioral Interventions & Supports**

Activities for Day 1 – 30

- Educate and train staff on SRT/PBIS procedures.

  Contact: PBIS team

  By when: August 26th

- Introduce peer mediation program and start the process to identify students to be trained as mediators.

  Contact: Youth Services Coordinator

  By when: September 19th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Implement Positive Behavioral Interventions & Supports**
Activities for Day 31 – 60

- Place students with repeated behavior incidents on behavior contracts.
  Contact: Grade Level Administrators
  By when: October 2nd

- Track and examine behavior data. Make parent contact with students that have multiple behavior incidents to set up conferences or make home visits.
  Contact: Grade Level administrators
  By when: October 10th

- Peer mediators will complete training and begin meeting with students as necessary.
  Contact: Youth Services Center coordinator
  By when: October 9th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Implement Positive Behavioral Interventions & Supports**

Activities for Day 31 – 60

- Teachers will reinforce behavior expectations for common areas.

  Contact: Team teachers

  By when: on going

- Survey teachers to determine the success of the PBIS/SRT process. PBIS team will take information from that survey and make recommendations to the administration team for the next steps of implementing SRT.

  Contact: PBIS team and administrators

  By when: October 24th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Implement Positive Behavioral Interventions & Supports**
Activities for Day 61 – 90

- Have students make videos to show during CARE time reinforcing positive behavior in common areas. Videos will be shown at the beginning of the new semester to support the common area lessons taught in the beginning of the school year.
  Contact: PBIS team
  By when: December 5th

- Survey students who have participated in peer mediation. Results will be analyzed to determine if any changes need to be made to the process.
  Contact: Youth Service Coordinator
  By when: December 12th

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Implement Positive Behavioral Interventions & Supports**

Activities for Day 61 – 90

- Students that are continuing to have behavior problems will be referred to outside agencies for additional help or counseling.

  Contact: School counselor and grade level administrators

  By when: December 5th

- Continue to track referral and SRT data.

  Contact: Grade level administrators, PBIS team

  By when: on going

(Townsend, 2000)

Goal 2: Establish a culture that embraces the social and emotional needs of all students.

Strategy: **Implement Positive Behavioral Interventions & Supports**

The following clip is an example of a video that will be used to model for students when they are tasked with creating videos to reinforce behavior expectations in common areas.

https://www.youtube.com/watch?feature=player_detailpage&v=HO-M_QpiG5o

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Conduct Walk-Throughs to increase Professional Dialogue**
Activities for Day 1 – 30

- Present the Walk-through tool the administration team will be using to the faculty. (Effective Learning Environments Observation Tool - ELEOT)
  Contact: Principal
  By when: August 19

- Develop a schedule for conducting a walk-through for every teacher
  Contact: Goal Clarity Coach
  By when: August 15

- Provide feedback to each teacher who had a walk-through in their classroom
  Contact: Principal, Grade Level Administrators
  By when: On-going

(ELEOT from AdvancED)

Effective Learning Environments Observation Tool – page 1

AdvancED™

Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ School _____ City _____ State or Country _____ Grade Level _____ Subject Observed _____

Time In _____ Time Out _____ Check ALL that apply: Lesson Beg. ____ Lesson Middle ____ Lesson End ____ Observer _____

Student-focused Observations	Very Evident	Evident	Somewhat Evident	No Obser
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology and support	4	3	2	1
3. Knows that rules and consequences are fair, clear and consistently applied	4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	2	1
SubTotal				
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	4	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	4	3	2	1
4. Is engaged in rigorous coursework, discussions and/or tasks	4	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	3	2	1
SubTotal				
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	4	3	2	1
2. Demonstrates positive attitude about the classroom and learning	4	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	3	2	1
SubTotal				

AdvancED CONFIDENTIAL PROPERTY

The Administration Team will utilize this tool for their first round of walk-throughs. The observations from this round will be used during the A-Team's PLC to determine "focus topics" for the next round of walk-throughs.

Effective Learning Environments Observation Tool – page 2

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	Very Evident	Evident	Somewhat Evident	No Obser
Active Learning Environment:				
. Has several opportunities to engage in discussions with teacher and other students	4	3	2	1
. Makes connections from content to real-life experiences	4	3	2	1
. Is actively engaged in the learning activities	4	3	2	1
SubTotal				
Progress Monitoring and Feedback Environment:				
. Is asked and/or quizzed about individual progress/learning	4	3	2	1
. Responds to teacher feedback to improve understanding	4	3	2	1
. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
. Understands how her/his work is assessed	4	3	2	1
. Has opportunities to revise/improve work based on feedback	4	3	2	1
SubTotal				
Well-Managed Learning Environment:				
. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
. Follows classroom rules and works well with others	4	3	2	1
. Transitions smoothly and efficiently to activities	4	3	2	1
. Collaborates with other students during student-centered activities	4	3	2	1
. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
SubTotal				
Digital Learning Environment				
. Uses digital tools/technology to gather, evaluate and/or use information for learning	4	3	2	1
. Uses digital tools/technology to conduct research, solve problems and/or create original works for learning	4	3	2	1
. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1
SubTotal				
TOTAL				

TES:

ADVANCED INTELLECTUAL PROPERTY

This instrument, in addition to the flexible Walk-through schedule, will be presented at the first faculty meeting of the school year.

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Conduct Walk-Throughs to increase Professional Dialogue**
Activities for Day 31 – 60

- Analyze data from first round of walk-throughs
  Contact: Administration Team
  By when: September 30 (PLC Meeting)

- Develop focus topics to guide the next round of walk-throughs
  Contact: Administration Team
  By when: October 6

- Develop a schedule for conducting a 2nd walk-through for every teacher
  Contact: Goal Clarity Coach
  By when: October 6

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Conduct Walk-Throughs to increase Professional Dialogue**
Activities for Day 31 – 60

- Share focus topics & schedule for next round of walk-throughs with faculty
  Contact: Principal
  By when: October 7 (Faculty Meeting)

- Upload walk-throughs with focus topics to Ewalk
  Contact: Goal Clarity Coach
  By when: October 10

- Utilize IPad (EWalk) to record walk-through observations
  Contact: Principal & Grade Level Administrators

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Conduct Walk-Throughs to increase Professional Dialogue**
Activities for Day 61 – 90

- Analyze data from 2nd round of walk-throughs
  Contact: Principal
  By when: November 11 (PLC Meeting)

- Share data collected from the 2nd round of walk-throughs with the staff
  Contact: Principal
  By when: November 18 (Faculty Meeting)

- Create a plan to continue Administrative walk-throughs and to begin walk-throughs by Teacher Leaders
  Contact: Goal Clarity Coach
  By when: November 21

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Conduct Walk-Throughs to increase Professional Dialogue**
Activities for Day 61 – 90

- Provide professional development to staff in areas where support is needed

  Contact: Goal Clarity Coach
  By when: on-going

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Utilize 7 Instructional Strategies School-Wide**
Activities for Day 1 – 30

- Create a committee to:
  - Establish criteria to determine what type of strategy will best meet the needs of our learners
  - Conduct research regarding effective instructional strategies.
  - Survey the staff for potential strategies to utilize school-wide
  - Select strategies for school-wide implementation

    Contact: Committee Chair

    By when: September 5

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Utilize 7 Instructional Strategies School-Wide**
Activities for Day 1 – 30

- Committee Members implement strategies within their classrooms
  Contact: Committee members
  By When: September 23

- Announce strategies selected to faculty
  Contact: Principal
  By when: September 23 (Faculty Meeting)

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Utilize 7 Instructional Strategies School-Wide**
Activities for Day 1 – 30

The group will use Best Practices for participating in Book Studies.

Suggested titles for the committee to use for research:

The Core Six: Essential Strategies for Achieving Excellence with the Common Core Harvey F. Silver, R. Thomas Dewing, Matthew J. Perini
Classroom Strategies for Helping At-Risk Students David R. Snow
Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd edition B. Dean, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

(Keller, Bess)

September 26

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Utilize 7 Instructional Strategies School-Wide**
Activities for Day 31 – 60

- Provide professional development to the staff for each strategy
  Contact: Goal Clarity Coach
  By when: ongoing

- Allow opportunities for teachers to observe committee members implementing the strategies
  Contact: Goal Clarity Coach
  By when: ongoing

- Implement 2 new strategies from the list of 7
  Contact: All Teachers
  By when: November 7

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Utilize 7 Instructional Strategies School-Wide**
Activities for Day 61 – 90

- Continue observing peers implementing various strategies
  Contact: all teachers
  By when: on-going

- Continue to provide professional development to all teachers
  Contact: Goal Clarity Coach
  By when: on-going

- Implement 2 additional strategies
  Contact: all teachers
  By when: December 19

Goal 3: Establish a systematic approach for implementing effective instruction.

Strategy: **Utilize 7 Instructional Strategies School-Wide**
Activities for Day 61 – 90

- Survey all teachers to get feedback on implementation process
  Contact: Curriculum & Instruction Committee
  By when: December 2

- Analyze data from walk-throughs for evidence of impact on instruction from implementation of the strategies
  Contact: C & I Committee & Administration Team
  By when: December 9

- Report findings from survey and walk-through observation to faculty
  Contact: Principal
  By when: December 16

References

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition.* Alexandria, VA: Author.

Keller, Bess. "Hitting the Books." *Education Week*, September 10, 2008.

Townsend, Brenda L. (2000). The Disproportionate Discipline of African American learners: Reducing School Suspensions and Expulsions. *Exceptional Children,* 66(3), 381-391.