



## DISTRICT NEXT STEPS ACTION PLAN – YEAR 3 OF TURNAROUND INITIATIVE

### PURPOSE

*In a few sentences, describe the overarching purpose of your turnaround initiative.*

Create a school system where no barriers exist to prohibit student achievement. The district will focus heavily on maintaining what each stakeholder's responsibility is in achieving the district's vision and mission and in turn will provide differentiated support as needed for each one in the process of achieving ownership of the turnaround initiative.

**CRITICAL SYSTEM ACTIVITIES** – Describe below activities most critical to take place between the summer program and October 1<sup>st</sup>, building on the work completed during the past year.

### **LEADERSHIP LEVER - EXECUTING THE LEADERSHIP VISION**

*In a few sentences, describe how your district leadership will demonstrate its will and commitment to ensure the initiative's vision for change is well understood, success are celebrated, challenges are discussed and the needed urgency across stakeholders exists.*

Building upon the foundation already in place from prior 90 day action plans, the district leadership will continue to model the set of district expectations in relation to the roles and responsibilities of each stakeholder. The district has a written school monitoring system that will help to ensure the level of urgency exists to achieve the district mission.

### **INSTRUCTIONAL INFRASTRUCTURE - LEVERAGING INTERIM ASSESSMENTS & RESPONSIVE DATA STRUCTURES**

*In a few sentences, describe how your district will refine the curriculum, assessment and data infrastructure to enhance data-driven instruction and ensure teachers understand how to use data and how to unpack standards.*

Each site will utilize the three district-designated professional development days to focus on student achievement data, response to intervention, professional learning communities, professional development, and instructional delivery. Each site will follow the district assessment calendar for 2015-2016, including the five scheduled "deep data dig" days which will help eliminate achievement gaps, provide evidence to support validity of the deep data digs through current gains in student achievement, and result in teacher application of data results into their instruction. The district leadership team has identified 5 Vital Behaviors of a highly effective teacher. Those 5 behaviors will set the standard by which we assess our progress in all areas of curriculum, assessment, and data-driven instruction. All monitoring will be based on the district's expectations from the framework of the 5 Vital Behaviors and each site' newly formulated Intervention Plan.

### **DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER – FOCUS AREAS, EXPECTATIONS, ACTION PLANS AND ALIGNMENT**

*In a few sentences, describe how your district will refine focus areas, common expectations, principal leadership goals and flexibility clarity to ensure alignment across district and school leaders on this year's focus while raising the bar.*

The District Shepherd Team will continue to utilize The District Expectations Monitoring tool which includes six components of how the sites will be

monitored beginning the week of August 3, 2015. This tool clearly defines a set of district expectations that focus on the areas of student achievement data, response to intervention, professional learning communities, professional development, and instructional delivery.

**DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER – EXECUTING EMBEDDED CAPACITY-BUILDING STRUCTURE**

*In a few sentences, describe what your district will enhance this year your intensive strategy to conduct meaningful regular visits, support schools with their priority needs, build capacity of principals, ensure meaningful collaboration and increase principal accountability.*

The District Shepherd Team is meeting with each building leader to review and provide feedback on the site 3<sup>rd</sup> Semester 90 Day Action Plan and the site Intervention Plan. Prior to the formulation of each site’s plan, the district has asked each to assess their “current reality” by identifying past successes, challenges that weren’t quite met on the previous action plan, and areas that have been identified as priorities for the upcoming year from student data and staff perception data that can be turned into opportunities for growth on the action plans. The plans are also reviewed for alignment with the district expectations and the principal’s self-selected improvement goal.

**TALENT MANAGEMENT LEVER – FINALIZING STAFFING AT SCHOOLS**

*In a few sentences, describe any final steps your district will take to ensure turnaround schools are well-staffed, all necessary district staff are in place and any underperforming teachers already identified understand the growth and practice expected for 2014-15.*

The District Shepherd Team will continue to strengthen the **Warrior Way Talent Management Plan (WWTMP)** by implementing three intentional strategies that will: 1) further develop the District Hiring Strategy, 2) further develop the School Leadership Development Strategy by utilizing competency based tools to identify strong predictors of performance and potential in current and future leaders, and 3) further develop Tiered Teacher Plans by Site.

**CRITICAL DELIVERABLES for Upcoming Semester**

*The PLE would like the district to identify TWO deliverables most critical for your district to ensure an effective launch to this year’s turnaround initiative. In identifying deliverables, please keep in mind what district leaders can do to raise their level of effectiveness in creating conditions for schools to succeed. These deliverables may already be summarized above, but given their importance articulating a more detailed project plan will help the district stay on task. The PLE team will be in communication with the district to support these deliverables and discuss them during the fall site visit.*

<b>DELIVERABLE #1:</b> The DST will continue to build upon the system of sustainability work that has been done in the turnaround process.			
Specific Actions Needed	Completion Date	Person Responsible	Notes, Next Steps, Progress
Continue the process of building online library of district turnaround work to date	12/18/15	C. Hackney, J. Hudson, D. Sullivan, IT Dept.	Plans for where to locate online library, access to documents, etc.
Weekly District PLC agenda will have item to report on each site’s implementation of the 90 Day Action Plans and to share progress to date	12/18/15	C. Hackney, J. Hudson, D. Sullivan, L. Bellamy	Report will consist of weekly summaries on relevant action steps addressed/completed during the previous week
The DST will utilize the process to replicate the workshops	12/18/15	C. Hackney, J. Hudson,	1 <sup>st</sup> Meeting on October 26, 2015

format learned at UVA Mid-Year Retreat when holding quarterly District Leadership Team Meetings. This will include principals, instructional coaches, two teachers from each site, and the DST. Other will be included as relevant.		D. Sullivan	
The DST will hold monthly "APS current events" luncheon meetings with student representatives.	12/18/15	C. Hackney, J. Hudson, D. Sullivan, L. Bellamy	Determine day of week, time, etc.
Monthly Counselor Meetings to discuss relevant issues as they relate to student attendance and behavior; discuss possible solutions, resources, etc. to address issues discussed.	12/18/15	J. Hudson, D. Sullivan, L. Bellamy, M. Fuller	1 <sup>st</sup> Meeting on August 18, 2015

<b>DELIVERABLE #2:</b>			
The DST will continue to monitor the effectiveness of school practices and their impact on student learning.			
Specific Actions Needed	Completion Date	Person Responsible	Notes, Next Steps, Progress
DST will monitor evidence for the use of relevant data on 90 Day Action Plans, Teacher Action Plans, and student reflection/goal setting during weekly site visits.	12/18/15	C. Hackney, J. Hudson, D. Sullivan	Site visits will support weekly District PLC reports with evidence of 90 DAP implementation, TAP implementation and Student Reflection data.
DST will continue to look into types of PD available for developing relationships with others (Peer to Peer, Principal to Teacher/ Teacher to Teacher/Principal to Parent, Teacher to Student.)	12/18/15	C. Hackney, J. Hudson, D. Sullivan, L. Bellamy	Report at future PLC meetings on progress being made toward PD
Monitor meeting system for teacher interaction among grade levels and buildings where longitudinal data is shared during regularly scheduled vertical alignment meetings.	12/18/15	C. Hackney, J. Hudson, D. Sullivan, Instructional Coaches, Principals	1 <sup>st</sup> Meeting on September 17, 2015
Monitor process within the Warrior Way Talent Management Plan that allows for broader use of Peer Mentors, which includes identified checkpoints for Instructional Coaches' interaction with new teachers and Tier II/III teachers.	12/18/15	C. Hackney, J. Hudson, D. Sullivan	Progress will be determined by use of Observation 360 data and Coaches' calendars and monthly meetings.