



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

# 90-DAY ACTION PLAN

**District:** Anadarko  
**School:** East  
**Principal:** Danny Harris

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.

*Our Vision is that each student will be given every opportunity to demonstrate creativity, challenge their own capabilities, and appreciate individual differences and become lifelong learners. Making a difference-Where we live, Where we work and Where we know each student by name doing it the Warrior Way*

**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	2016-17 RESULTS	2017-18 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	2 <sup>nd</sup> grade – 75% BM 3 <sup>rd</sup> grade -	2 <sup>nd</sup> grade – 70% BM 3 <sup>rd</sup> grade – 75% OCCT	Benchmarks, Common Assessments, Literacy First, and OCCT Assessment data
2	Math Proficiency	2 <sup>nd</sup> grade – 95% BM 3 <sup>rd</sup> grade -	2 <sup>nd</sup> grade – 80% BM 3 <sup>rd</sup> grade – 78% OCCT	Benchmarks, Common Assessments, IXL data, and OCCT Assessment data
3	Reduce Tardies			PowerSchool data
4				
5				

**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.

### 90-Day Action Plan – Priority #1

**Turnaround Initiative Focus Area (Big Rock):**

<p><b>School’s Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>                  There continues to be an achievement gap between higher and lower achieving student on both reading and math assessments.</p>	<p><b>School Leader Responsible:</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>                   Compress the achievement gap upward</p>	<p>Danny Harris</p> <p>Amy Mears</p> <p>Jill Haddon</p> <p>Heidi Avery</p> <p>Sherree Orrell</p> <p>Jenny Pahcody</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 effective vertical communication; no student partnerships in assessment process; individual student needs are not being addresses during teacher table lessons

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Teacher collaboration during grade level meetings	Leadership Team: Jill Haddon, Heidi Avery, Sherree Orrell, Jenny Pahcody All Classroom Teachers	Weekly PLC/Common Planning Meetings throughout year	
Review student profile sheets for lower achieving students	All Classroom	BOY	Student Profile Sheets

	Teachers		
Teachers will group students in quintiles using benchmark/common assessment, Literacy First, and classroom assessment data.	All Classroom Teachers	After Assessment Dates	
Teachers will develop lesson plans for teacher table using a common form, as well as monitor student progress.	All Classroom Teacher	Weekly Throughout Year Beginning August 21, 2017	
Student and Teacher Data Meetings – teachers will meet one-on-one with each student to discuss test results and areas of needed improvement	All Classroom Teachers	From completion of test to data day	

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
October 2-6, December 4-8, February 26-March 2	Benchmark Assessments	
April 16-20	Common Assessments	
August 7-18, December 11-19, April 30-May 10	Literacy First Assessment	
January 8-12	Writing Benchmark	

### 90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock):	
<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Students arriving late to school	<b>School Leader Responsible:</b>  Danny Harris
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Reduce the total number of tardies by 30% or 75 tardies	Lacy Savage

**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 communication with students and parents about the importance of every minute of the school day

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Counselor and attendance clerk will notify parents in writing and by phone when a student is tardy on their fourth, seventh, and tenth tardy, and continuing with every tardy thereafter. Students with attendance issues will be identified using previous years' attendance records. They will be given a guidance lesson on the importance of being at school on time every day.	Lacy Savage Debbie Gerst	4 <sup>th</sup> day of school starting each new semester to the last day of the semester	PowerSchool Data
Discuss the importance of students arriving to school on time with parents at Parent Night, as well as, making contact by phone or letter throughout the year.	Danny Harris All Classroom Teachers		Copy Paper
Turn parents' names over to the attendance committee after the fourth unexcused tardy	Danny Harris Lacy Savage Debbie Gerst Attendance Committee	4th day of school starting each new semester to the last day of the semester	
Use incentives to encourage students arriving to school on time every day: monthly certificates given at Warrior Wake-Up, "traveling" trophy and a party with Mr. Harris given to class with the best attendance record each month, rewards given at semester, and bikes given away at the end of the year. IN order to reward both good attendance and behavior, students without any absences, tardies, or office referrals will receive a special treat to be given on Data Days throughout the year.	Danny Harris Lacy Savage Debbie Gerst	Each month beginning in August, December 19 <sup>th</sup> , May 16 <sup>th</sup> Data Days – September 6 <sup>th</sup> , December 20 <sup>th</sup> , February 7 <sup>th</sup> , March 7 <sup>th</sup>	

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Use PowerSchool data to compare last year's second semester total number of tardies to current year's tardy total. Also individual student PowerSchool data will be tracked.	
At end of 9 weeks and semesters, Monthly	Number of incentives given away	

### 90-Day Action Plan – Priority #3

## Turnaround Initiative Focus Area (Big Rock):

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Teachers are not used effectively as part of the school's vision and mission</p>	<p><b>School Leader Responsible:</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Develop teacher leaders in leadership roles</p>	
<p><b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> Staff turnover</p>	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Continue weekly meetings on leadership committee with defined roles	Danny Harris, Amy Mears, Jill Haddon, Heidi Avery, Sherree Orrell, Jenny Pahcody	Every Tuesday morning throughout the year, starting August 1 <sup>st</sup>	
Determine teacher led PLC and PD schedule for needed topics	Danny Harris, Amy Mears, Jill Haddon, Heidi Avery, Sherree Orrell, Jenny Pahcody	Every Tuesday morning throughout the year, starting August 1st	PD pacing guide

Help teachers develop individualized professional development goals	Danny Harris	Throughout school year	

**PROGRESS INDICATORS**

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
2016-2017 School Year	Personal Professional Development Plan	
Weekly beginning August 18, 2017	Collaborative Conversations during PLC Meetings	
September 6, December 20, February 7, March 8	Data Days	
August 1 & 2, 2017	Leadership Team presenting 90-Day Plan to other staff members	

**90-Day Action Plan – Priority #4**

**Turnaround Initiative Focus Area (Big Rock):**

<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>	<b>School Leader Responsible:</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>	

**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?)*

**ACTIONS**

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source

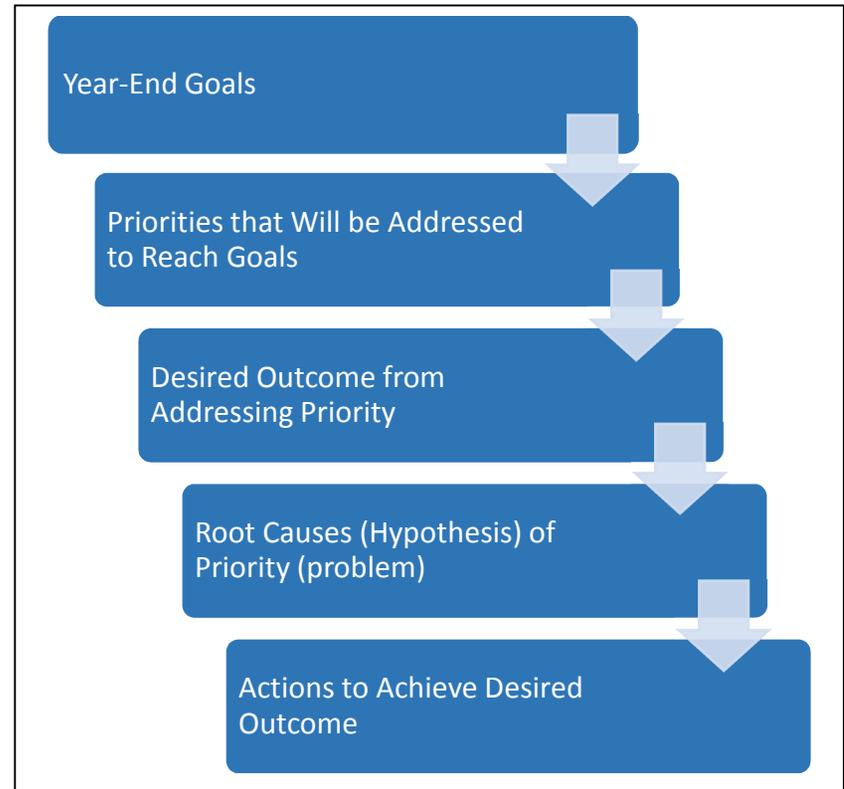
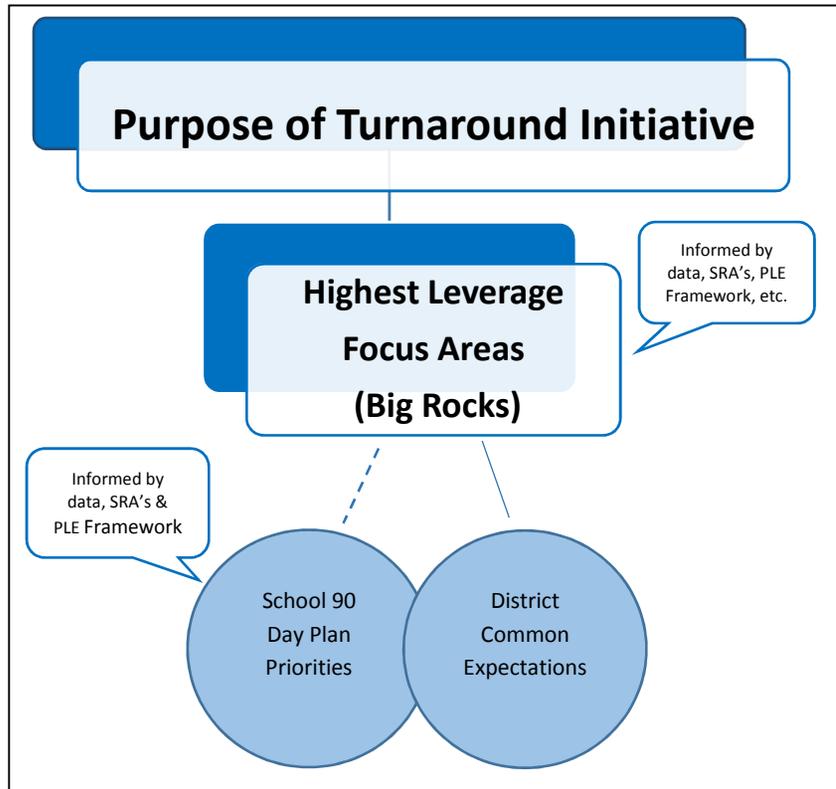
<b>PROGRESS INDICATORS</b>			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	

**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.

<b>Identify up to 4 specific actions that will make the quick win plan happen.</b>			
	Action	Person Responsible	Timeline
1			
2			
3			
4			

## 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.

<b>Overall Reflections/Feedback:</b> <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>				
<b>Turnaround Purpose &amp; School Goals</b>	<b>Clearly Evident</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
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?				
<b>Big Rocks &amp; School’s Priorities</b>				
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)?				
<b>Root Causes</b>				
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 locust 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?				
<b>Most Critical Actions to Address Priorities</b>				
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?				
<b>Progress Toward Addressing Priority</b>				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				