



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 students 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 kids 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	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	61 %	71 %	Bench-Mark and Common assessment data
2	Math Proficiency	60 %	70 %	Bench-Mark and Common assessment data
3	Students Tardies	Chronic Tardies 30%	Chronic Tardies 15%	Power School attendance 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.

District Shepherd Signature

Date

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock):			
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Students arriving to school late.</p>	<p>School Leader Responsible:</p> <p>Danny Harris</p>		
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>To reduce chronic tardies from 30% to 15%.</p>	<p>Lacy Savage</p> <p>Alison Gerst</p>		
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i></p> <p>Students missing the bus. Parents lack of knowledge of how important every minute of school is.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Change time automated call for tardies from 1:00 pm to 10:00 am.	Danny Harris	Before school starts	None
Counselor and attendance clerk will notify parents in writing and by phone when a student is tardy on their 4 th , 7 th and 10 th tardy and every tardy thereafter.	Lacy Savage Alison Gerst	First day of school to the last day.	Powerschool
Give a letter to each parent on meet and greet explaining why it is so important that students arrive at school on time as well as making contact by phone and letter with the parents throughout the year when their child has been tardy 4-6-8-10 times and reiterate to them how important being at school on time is.	Danny Harris	August 4, 2015	Copy paper
A reward system will be implemented to help combat chronic tardiness.	Danny Harris Lacy Savage Alison Gerst	September 1, 2015 – May 19, 2016	Money from Snack Shack
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	

	Weekly attendance records will be reviewed and monitored. Phone calls and letters sent will be documented and recorded.	

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock):

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Low test scores on the OCCT in both Math and Reading (we have seen improvements on our test scores in 2014 and in 2015, but there is still work to be done)</p>	<p>School Leader Responsible:</p> <p>Danny Harris</p> <p>Amy Mears</p> <p>Lacy Savage</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Raised test scores on school net assessments and the end of the year state test. More interaction and brainstorming during common planning.</p>	
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i></p> <p>Teachers thinking re-teaching is to teach it again the same way. Spending too much time teaching standards that make up a small part of the state test.</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Professional developments on how to reteach not redo.	Amy Mears	First PLC meeting and as needed	
Instructional coach will model effective teaching strategies.	Amy Mears	Through PD during out PLC as well as going to Tier 2 and Tier 3 teachers at least once every nine	

		weeks.	
Teachers will be given time during PLC meeting to share effective teaching practices that they used to gain desirable outcomes.	Teaching Staff	During all PLC meetings	
Teachers will observe 2 peers twice a year.	Teaching Staff Amy Mears	October 1, 2015 – May 19, 2016	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Raised test scores on Bench-marks and common assessments as well as the State test.	

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock):

School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>	School Leader Responsible: Danny Harris Amy Mears Lacy Savage
Retaining staff	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> To have less teachers leave at the end of the school year and during the school year.	

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?)*

Most of the root causes are uncontrollable but with the new A-F report card and the 3rd grade reading test retention law has put a tremendous stress on teachers.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
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Start the school year with Great Expectation.	Danny Harris	Beginning of the year PD	none
Recognize excellence, Publicly and frequently.(After each common assessment and or Benchmark test.)	Danny Harris Amy Mears	Throughout the year	none
Start having “stay conversations” by Thanksgiving	Danny Harris Lacy Savage Amy Mears	Before Thanksgiving	none
Hold the line on Good Teaching. (Meaning make sure all teachers are or working towards being an effective teacher.	Danny Harris Amy Mears	Throughout the year	Walk-Throughs, TLE, Observation 360, PLC’s

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	No teacher leave during the school year. Less good teacher leave after the school year.	

90-Day Action Plan – Priority #4

Turnaround Initiative Focus Area (Big Rock):

School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>	School Leader Responsible:
Desired Outcome: <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
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	

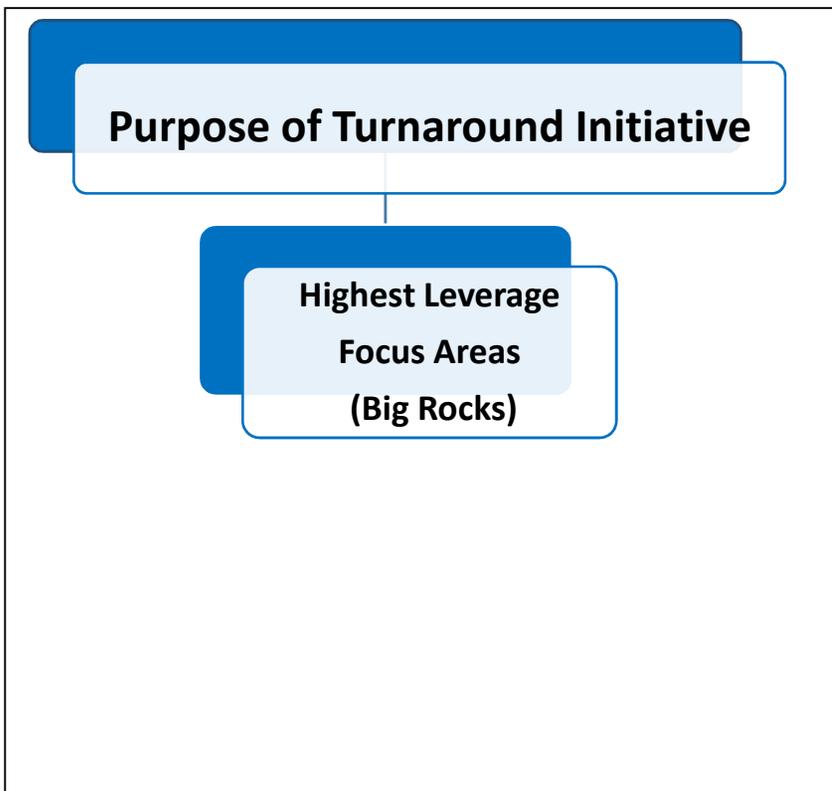
Quick Win Plan
(Only for first semester)

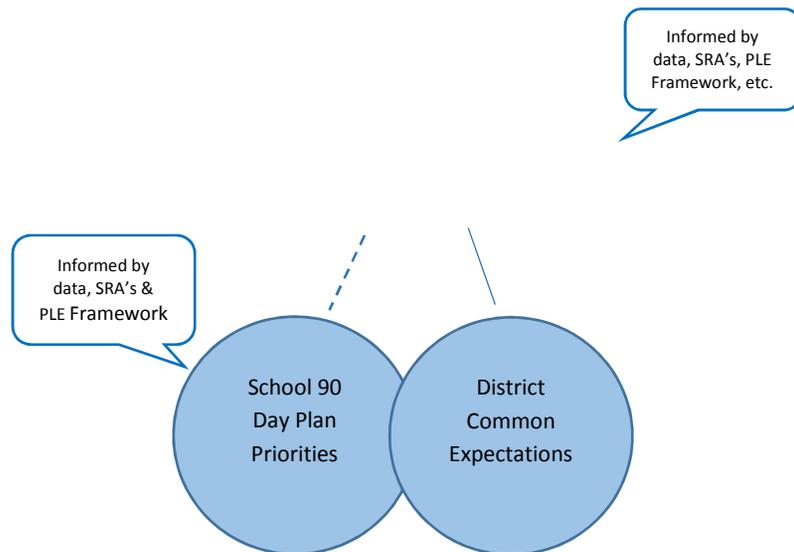
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should 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.

Identify up to 4 specific actions that will make the quick win plan happen.

	Action	Person Responsible	Timeline
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2			
3			
4			

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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.

Overall Reflections/Feedback: *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)*

Turnaround Purpose & School Goals	Clearly Evident	Solid Progress	Limited Progress	Not Evident
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?		x		
Have measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?	x			
Big Rocks & School's Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?		x		
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?		x		
Does the school's priorities align with the district's focus areas (Big Rocks).		x		
Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?		x		
Root Causes				
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)?		x		
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?		x		
Most Critical Actions to Address Priorities				
Do the actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the boldness of actions.		x		
Are the identified actions specific enough to ensure focus on the acknowledged priorities?		x		
Are action items strategically owned by specific school personnel?		x		
Progress Toward Addressing Priority				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?		x		