



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	2015-16 RESULTS	2016-17 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency		75%	Bench-Mark, Common and OCCT Assessment data
2	Math Proficiency		75%	Bench-Mark, Common and OCCT Assessment data
3				
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):

School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Continuing to raise scores on the OCCT as well as Bench-Mark scores in both reading and math.	School Leader Responsible: Danny Harris Amy Mears Jennifer Merritt Lindsay Kirtley
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> To rise the state letter grade to a "C" or higher. Also have a proficiency of 60% or higher in both reading and math on the first Bench-Mark test, 65% on the 2 nd Bench-Mark and 70% on the 3 rd Bench-Mark.	
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> Not using the intervention time built into the school day appropriately, no set process to tier the students for effective individualized instruction.	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create Data Analysis team for both 2 nd and 3 rd grade. Two teachers from each grade Patti Anderson-Sheerree Orrell-Zach House-Caroline Harrell	Danny Harris, Amy Mears, Jennifer Merritt, Lindsay Kirtley	Aug. 1	none
Create student/teacher data binders/folders to track the students RTI progress of each student and monitor the progress as well as monitor the teacher's use of the process.	Leadership team	Aug. 2	Binders and copy/papers
Collaboration of teachers during grade level meetings.	All Staff Members	During PLC meeting throughout the whole year	none
1 on 1 student/teacher data meeting. The teachers will meet one on one with each student to go over their test results and discuss the process of RTI.	All staff members	During each data day	none

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
10-19-16	Meeting or exceeding desired outcomes for the 1 st bench-mark test. Through the use of student binders and RTI groups	
12-14-16	Meeting or exceeding desired outcomes for the 2 nd bench-mark test.	
3-9-17	Meeting or exceeding desired outcomes for the 3 rd bench-mark test.	

90-Day Action Plan – Priority #2

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> Students arriving too school late.	School Leader Responsible:
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> To reduce the total number of tardies by 50%.	
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> Students missing the bus, parent's as well as the student's lack of knowledge or care about the importance of every minute of school.	

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 4 th , 7 th and 10 th tardy and every tardy thereafter. We will also go over previous years attendance records to identify those with attendance issues and give them guidance lesson on the important of being at school.	Lacy Savage Alison Gerst	4 th day of school to the last day of school	Powerschool
Give a letter to each parent on meet and greet night 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.	Danny Harris All classroom teachers	Aug. 3	Copy paper
Turn parents over to the city (for a fine) if their child continue to be tardy to school. After the 4 th unexcused tardy and every 2 tardies after that.	Alison Gerst, Danny Harris, Lacy	4 th day of school to the	Copy paper

	Savage	last day of school	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
	Use power-school to compare last year's 1 st -2 nd -3 rd -4 th 9 weeks tardy number to this year's tardy numbers, as well as just the data from last year to track the individual students attendance.		

90-Day Action Plan – Priority #3

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>To develop teacher leaders</p>	<p>School Leader Responsible:</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>To groom teachers to become teacher leaders and assume leadership roles.</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>Principal letting go and allowing his teachers to take a bigger role in decision making.</p>	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Formation of leadership committee with defined roles and responsibilities.	Danny Harris, Amy Mears, Team	Aug. 5 and throughout	none

	leaders to be determined during the start of school's PD meetings	the school year	
Develop a Teacher led PLC and PD's schedule for needed topics for the upcoming year.	Danny Harris, Amy Mears and teacher leaders to be determined during the start of School's PD meetings	During the first 9 weeks of school and throughout the year	none

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug 2016	The formation of the leadership committee.	
Aug 2016	Having a leadership committee	
Aug 2016	Having a PLC and PD schedule for the teachers.	

90-Day Action Plan – Priority #4

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>To develop a positive and encouraging school culture.</p>	<p>School Leader Responsible:</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p>	

To retain tier 1 teachers and improve our staff morale			
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> Poor staff retention in previous years. (Husband got a job in another area, Stress) Adding new staff every year puts us behind on important program workshops. (literacy First, Voyager)			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Attendance of Literacy first Training	Danny Harris, Amy Mears, Stefani Hays, Ashlee Cox, Caroline Harrell, Vicki Sursa	June 6-10	\$900.00 per teacher
Attendance of Great Expectation	Amy Mears, Jill Haddon, Darla Hendricks, Heidi Avery, Pachoddy, Caroline Harrell, Rita Miller, Ashlee Cox, Lindsay Kirtley, Vicki Sursa, Stefani Hays	July 19-22	\$500.00 per teacher
Developing peer/mentor teacher program	Amy Mears and all the staff members	Aug. 1-May 1	
Staff rewards and recognitions	Danny Harris, leadership team	Aug. 1-May 18	Money raised from snack-shack
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
4-1-2017	If we retain all Tier 1 teachers, and have a positive teacher survey.		

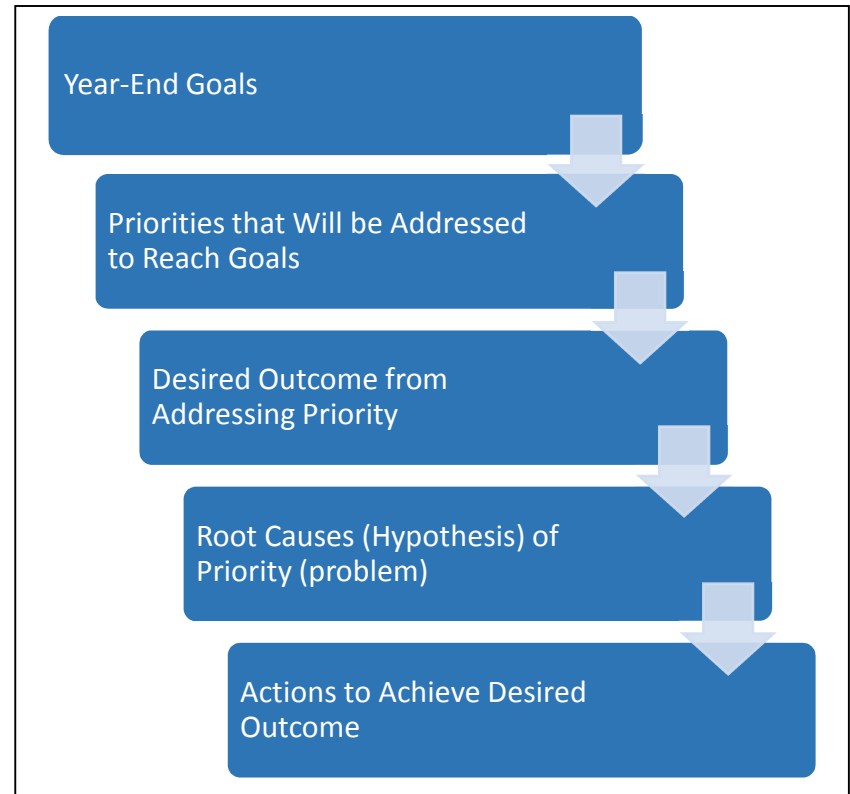
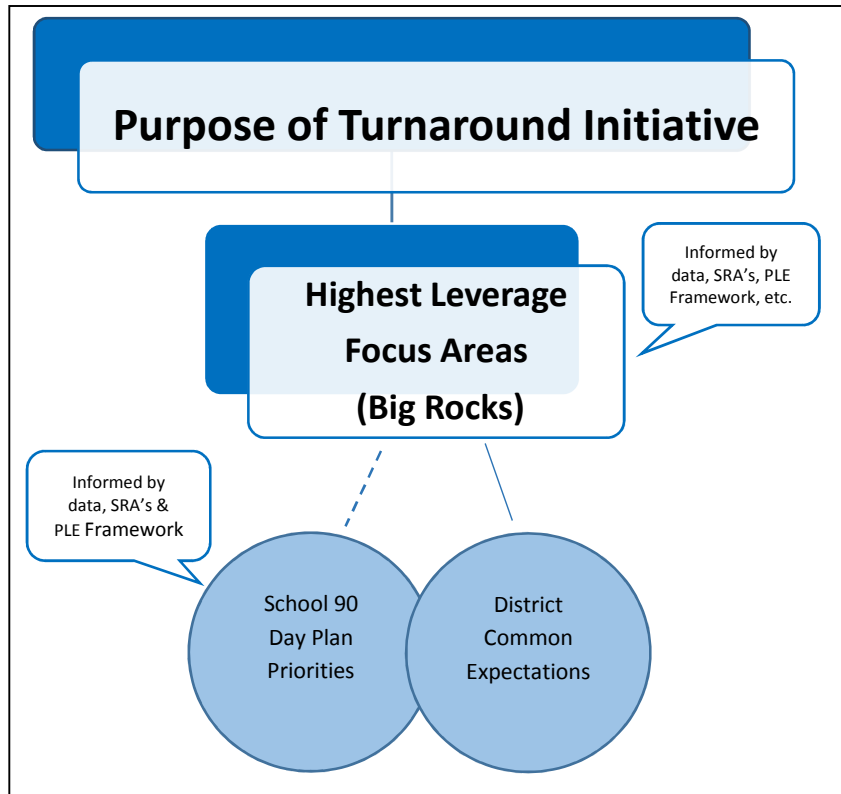
Quick Win Plan
(Only for first semester)

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.

Less 2nd and 3rd graders not on reading level after the first Literacy First Assessments.

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

Overall Reflections/Feedback: <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>							
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?							
Have measureable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?							
Big Rocks & School's Priorities							
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)?							
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)?							
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?							
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.							
Are the identified actions specific enough to ensure focus on the acknowledged priorities?							

Are action items strategically owned by specific school personnel?				
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?				