



90 DAY ACTION PLAN

Actions to be Taken and Root Cause Performance Challenges to be Addressed

District: Anadarko
School: East Elementary
Principal: Danny Harris

PURPOSE: 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.

VISION FOR THE TURNAROUND INITIATIVE: ARTICULATE IN A FEW SENTENCES WHAT YOU HOPE TO ACHIEVE DURING THE COMING YEARS

District: TO CREATE A SCHOOL SYSTEM WHERE NO BARRIERS EXIST TO PROHIBIT STUDENT ACHIEVEMENT

Site: Our vision is that students will be given every opportunity to demonstrate creativity, challenge their own capabilities, appreciate individual differences and become lifelong learners. Our TEAM effort (Together-East Elementary-Achieves-More) will bond us in a positive effort directed toward our Mission.

LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 TH Grade Algebra, 2 ND Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)			
MATH BASELINE PROFICIENCY 2012-2013	MATH PROFICIENCY GOAL 2013-2014	LANG. ARTS BASELINE PROFICIENCY 2012-2013	LANG. ARTS PROFICIENCY GOAL 2013-2014	SCIENCE BASELINE PROFICIENCY 2012-2013	SCIENCE PROFICIENCY GOAL 2013-2014	Fluency BASELINE 2012-2013	Fluency GOAL 2013-2014	Math Benchmark #2 BASELINE 2012-2013	Math Benchmark #3 GOAL 2013-2014
52	72	54	74	N/A	N/A	59%	75%	59%	75%

CORE PLAN: TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED DURING THE NEXT 90 DAYS

SCHOOL PERFORMANCE CHALLENGES	YEAR –END PERFORMANCE GOAL	ROOT CAUSES OF PERFORMANCE CHALLENGE	ACTIONS TO ADDRESS ROOT CAUSE(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR- END GOAL
In each row, describe one critical challenge your school faces (<i>what problem are you trying to solve?</i>)	For each performance challenge, describe the long-term goal for performance (<i>what specifically is possible and</i>	For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause (<i>why does this</i>	List one or more specific actions you will take to address the root causes and pursue the goal (<i>how</i>)	For each action, provide a timeline for completing the action (<i>when</i>)	For each action, list the person responsible for ensuring the action is complete (<i>who</i>)	Define what measureable evidence would indicate needed progress toward long-term goal by November (<i>leading</i>

	<i>measurable?)</i>	<i>challenge exist?)</i>			<i>indicator)</i>
UVA Recommends 3-4 Priorities – with a few primary actions with each priority; however, please adjust as needed based on your context. Initial actions/plan to be adjusted throughout the semester: implementing with deeper fidelity, halting unsuccessful tactics and introducing new actions as helpful					

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East Elementary needs to align benchmark assessments to the CCSS pacing guides to ensure benchmarks provide usable data.	All three district benchmarks will reflect material being taught within the benchmark timeframe. This data will provide usable information for teachers to use to find strengths and weaknesses in the curriculum and their Tier 1 instruction.	There was not a defined pacing guide that the teachers were using for CCSS. Therefore the data being collected by benchmark test was invalid and could not be used as a school to address our needs.	Develop and complete pacing guides that are aligned with CCSS and our Benchmark test.	1/20/14 Each teacher will bring to the weekly PLC meeting a copy of the standards taught that week.	Danny Harris Marilyn Humble and the entire staff at East Grade Elem.	Completed pacing guides. Lesson Plans Weekly PLC meeting Three benchmark assessments
			We will you resources for our pacing guides (websites, activities and faculty meetings)			
			I will monitor the lesson plans as well as discussing with each teacher the standards being taught each week.			
East Grade Elementary will design new lessons collaboratively to develop new strategies based on data analysis.	Teachers will meet monthly and during deep data days to help design new lessons that are based on data analysis.	Teachers are not aligning their lesson as a group. Their lesson is not based on the data.	The instructional coach will create mock lesson plans.	1/20/14 Teachers will meet each month to align their lessons. The instructional coach will check to make sure the teachers are	Danny Harris Marilyn Humble and the entire staff at East Grade Elem.	All grade level teachers will have lesson plans that cover the same Standards during the same time frame and the lesson plans will be data driven.
			Teachers will work together to create lesson plans that are data driven.			
			Teachers will use pacing guides to make sure the benchmark tests are accurate.			

				using pacing guides and that their lesson plans are aligned with the other teachers in that grade level.		
East Elementary will introduce professional development for data driven instruction.	Staff will understand how data driven instruction will define rigor and how to use the data to be a more effective teacher.	The teachers have not been taught how to use the data from the state and/or benchmark testing to drive their lessons.	Have the teachers that attended the UVA conferences lead meetings, to help the staff understand how too correctly use and understand the data.	1/20/14 Teachers will meet with UVA Leaders from the district to better understand data. Teachers will watch and report back on videos that are required of them to watch on PD360 about data driven instruction.	Marilyn Humble, Alleta Young, Megan Battershell, Jennifer Merritt and the whole staff at East Grade Elem.	All teachers will attend staff development workshops or video that help support them in better understand of a data driven curriculum.
			What PD 360 videos on data driven instruction.			

Signatures: Your signature indicates that the plan provides focus and urgency to move the turnaround initiative forward – and both district leaders and a school leadership team support the direction of the plan. Your signature also indicates a commitment to ambitiously pursuing these goals, addressing priority areas and monitoring progress, recognizing the plan and specific actions may need adjustment based on organizational learning and new data.

Principal

Date

District Shepherd

Date