



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	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	70%	75%	Bench-Mark, Common and OCCT Assessment data
2	Math Proficiency	70%	75%	Bench-Mark, Common and OCCT Assessment data
3	Reduce Tardies		Reduce by 30%	Data from Powerschool
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>Continuing to raise scores on the OCCT as well as Bench-Mark scores in both reading and math.</p>	<p>School Leader Responsible:</p> <p>Danny Harris</p> <p>Amy Mears</p> <p>Heidi Avery</p> <p>Lindsay Kirtley</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>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 2nd Bench-Mark and 70% on the 3rd Bench-Mark</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>Not using the intervention time built into the school day appropriately, no set process to tier the students for effective individualized instruction</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Go over the data binders/folders to track the students RTI progress for each student and monitor the progress as well as monitor the teacher's use of the process.	Data analysis team Heidi Avery, Sherree Orrell, Caroline Harrell, Patti Anderson		Binders and copy/papers
Collaboration of teachers during grade level meetings.	All Staff Members	During weekly PLC meetings	
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.	Leadership team Heidi Avery, Sherree Orrell, Caroline Harrell, Patti Anderson	From completion of test to data day	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
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.	
5-11-17	Meeting or exceeding desired outcomes for the OCCT test 3 rd grade, and 2 nd grade last common assessment test.	

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> Students arriving too school late.</p>	<p>School Leader Responsible:</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> To reduce the total number of tardies by 30%.</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> 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.</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
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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 Debbie Gerst	4 th day of school starting the new semester to the last day of school	Powerschool
Talk to parents during Parent Night about the important of 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	Dec. 13 and make necessary contact throughout the year.	Copy Paper
Turn parents over to the attendance committee after the 4 th unexcused tardy.	Debbie Gerst, Danny Harris, Lacy Savage	4 th day of school starting the new semester to the 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 2 nd semester 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):

School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>	School Leader Responsible:
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To develop teacher leaders	
<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>	

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?)*
 Principal letting go and allowing his teachers to take a bigger role in decision making.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Continue meetings of leadership committee with defined roles and responsibilities.	Harris, Mears, Pahcuddy, Avery, Orrell, Haddonr	Every Tuesday morning throughout the year	
Determine teacher led PLC and PD schedule for needed topics	Harris, Mears, Pahcuddy, Avery, Orrell, Haddonr	Meet Biweekly throughout the school year	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
March 3, 2017	Benchmark 3 results.	
May 10, 2017	2 nd grade last common assessment results. 3 rd grade state test scores	

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> Teachers will understand and commit to process for refining groups and developing lesson plans for interventions.</p>	<p>School Leader Responsible:</p>		
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Lessons for interventions that are developed, purposefully and aligned for each student</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> Individualized small group lesson are not aligned for each students need</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Plan and deliver session on developing Golden Circles with staff		11/28-12/2	Golden Circles chart & video clip The Golden Circle - Simon Sinek
Teacher leaders discuss grouping process and develop plan for sharing and implementing with other teachers		12/5-12/9	Quintile analysis and interventions templates
During data PLC, introduce quintile analysis process and define groups Q1-Q5. Discuss noticing and findings of groups		12/12-12/16	Quintile template, student data including academic benchmarks, attendance, discipline, programs (i.e. SPED, LEP) as appropriate
Review and discuss intervention strategies most appropriate to develop lessons for teacher table		01/2-01/7	Interventioncentral.org Lesson plan template
Discuss process on quintile analysis including grouping of students and		01/9-01/13	Lesson plans used for teacher table

lesson planning with interventions			interventions, individual student progress data from interventions
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PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

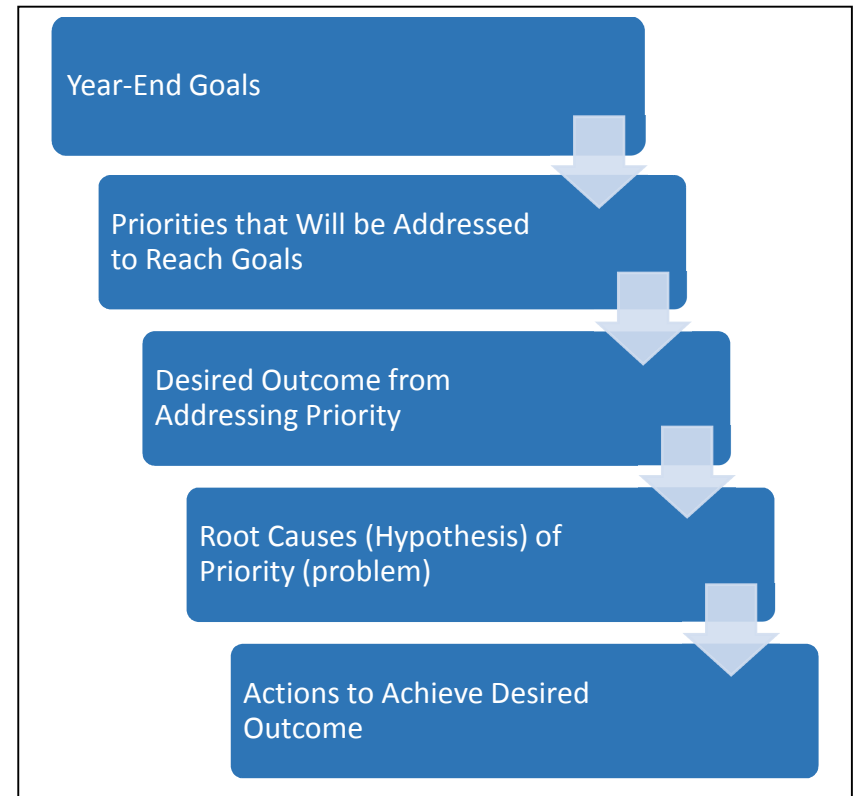
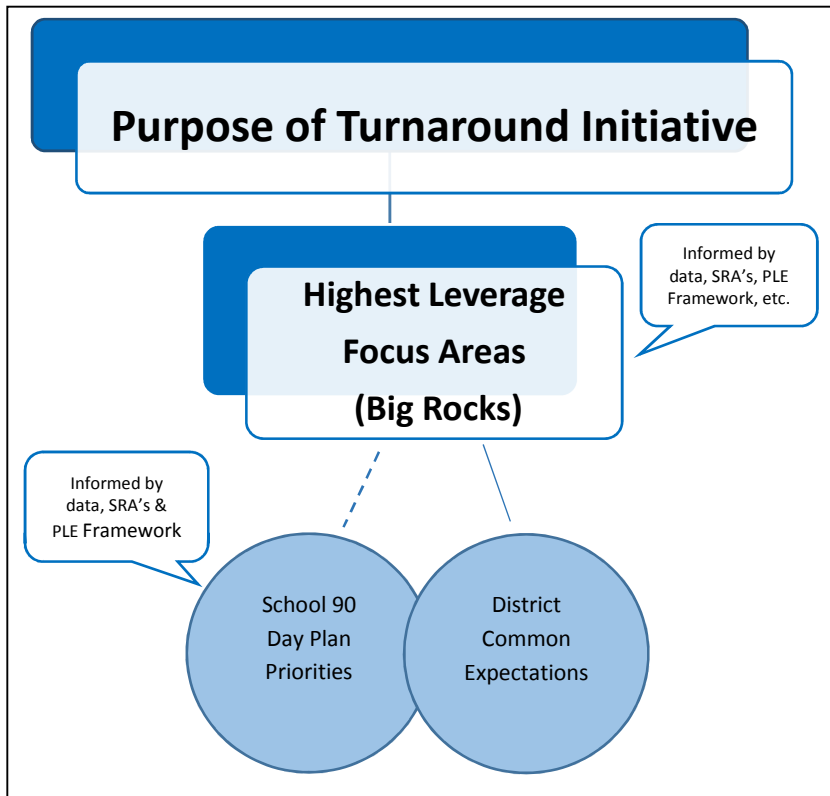
Quick Win Plan
(Only for first semester)

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
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 measurable 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?				