



90-DAY ACTION PLAN

District: Anadarko
School: Mission Elementary
Principal: Jeff Barrett

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.

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	BM3 3 rd : BM3 4 th : 47% BM3 5 th : 54%	4 th : 70% 5 th : 70%	Common Assessments, Benchmarks, OCCT's, Voyager, MDF
2	Math Proficiency	BM3 3 rd : BM3 4 th : 68% BM3 5 th : 35%	4 th : 80% 5 th : 70%	Common Assessments, Benchmarks, OCCT's
3	Science Proficiency	BM3 5 th : 31%	5 th : 60%	Common Assessments, Benchmarks, OCCT's

Teacher 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.

Teacher Signature

Date

Principal 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.

Principal Signature

Date

90-Day Action Plan – Team Priority #1

Turnaround Initiative Focus Area (Big Rock):			
Team’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Tier I instruction in Language Arts is ineffective.	School Leader Responsible: Jeff Barrett, Jennifer Merritt, Kristi Locke, Ruth Oliphant, Connie Thompson, Cathy Lonewolf		
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Proficiency on common assessments, benchmarks, and OCCT’s will increase.			
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> Lesson planning, differentiation, and implementation of highly effective instruction/intervention practices are lacking.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Clarify what Tier I, II, & III instruction is.	Barrett, Merritt	8/1-2/2017	Rtl Framework/Powerpoint
Training and refresher over the Quintile process	Barrett, Merritt	8/1-2/2017	Quintile process from training
Provide ongoing professional development in Tier I & II instruction during weekly PLC’s.	Barrett, Merritt, ILT	8/18/17, 8/25/17, 9/1/17, 10/6/17, 11/3/17, 12/1/17	Rtl Framework/Powerpoint
Monitoring of language arts data by ILT during weekly meeting.	ILT	8/21/17, 9/5/17, 9/18/17, 10/2/17, 10/23/17, 11/6/17, 11/27/17, 12/4/17	Most relevant data from common assessments, benchmarks, voyager, and MDF.
Monitoring of classroom instruction of every teacher weekly by Principal and I.C. using the coaching continuum walk-through form. At least one face-to-face feedback session with a teacher expected weekly by I.C. and Principal. Google calendar will be set at Principal/I.C. meeting weekly.	Barrett, Merritt	Weekly beginning 8/14/17.	Google Walk-through form.
Weekly monitoring of instruction, intervention, lesson plans, and data by Principal and I.C. Lesson plans will be due Wednesday of the week prior to teaching. I.C. will provide feedback to teacher via email or face-to-face conference by Friday of each week regarding lesson plans. Google calendar will be set and shared at this meeting to ensure fidelity.	Barrett, Merritt	Weekly meetings on Thursday’s at 1:00 beginning 8/17/17.	Weekly monitoring of instruction, intervention, and data by Principal and I.C.
Each homeroom teacher will be responsible for fluency assessments and MIRP for their	H.R. Teachers	Daily beginning	Updated fluency packets, MIRP log,

homeroom class. This will instill accountability to all teachers to monitor reading fluency.		8/7/17	access to MDF.
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
10/6/17	Benchmark 1 test results	Align more support to classrooms with lower proficiency.	
11/10/17	Common Assessment 1	Align more support to classrooms with lower proficiency.	
12/15/17	Benchmark 2	Align more support to classrooms with lower proficiency.	
12/15/17	Literacy First Fluency Assessment	Training and refresher on MDF and fluency assessments.	

90-Day Action Plan – Team Priority #2

Turnaround Initiative Focus Area (Big Rock):

<p>Team's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Tier I instruction in Math is ineffective.</p>	<p>School Leader Responsible:</p> <p>Jeff Barrett, Jennifer Merritt, Kristi Locke, Ruth Oliphant, Connie Thompson, Cathy Lonewolf</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Proficiency on common assessments, benchmarks, and OCCT's will increase.</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?)*

Lesson planning, differentiation, and implementation of highly effective instruction/intervention practices are lacking.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Clarify what Tier I, II, & III instruction is.	Barrett, Merritt	8/1-2/2017	Rtl Framework/Powerpoint
Training and refresher over the Quintile process	Barrett, Merritt	8/1-2/2017	Quintile process from training
Provide ongoing professional development in Tier I & II instruction during weekly PLC's.	Barrett, Merritt, ILT	8/18/17, 8/25/17, 9/1/17, 10/6/17, 11/3/17, 12/1/17	Rtl Framework/Powerpoint

Monitoring of math data by ILT during weekly meeting.	ILT	8/28/17, 9/11/17, 9/25/17, 10/9/17, 10/30/17, 11/13/17, 12/4/17, 12/18/17	Most relevant data from common assessments, benchmarks, voyager, and MDF.
Monitoring of classroom instruction of every teacher weekly by Principal and I.C. using the coaching continuum walk-through form. At least one face-to-face feedback session with a teacher expected weekly by I.C. and Principal. Google calendar will be set at Principal/I.C. meeting weekly.	Barrett, Merritt	Weekly beginning 8/14/17.	Google Walk-through form.
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12/15/17	Benchmark 2	Align more support to classrooms with lower proficiency.

90-Day Action Plan – Team Priority #3

Turnaround Initiative Focus Area (Big Rock):	
<p>Team's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Tier I instruction in Science is ineffective.</p>	<p>School Leader Responsible:</p> <p>Jeff Barrett, Jennifer Merritt, Kristi Locke, Ruth Oliphant, Connie Thompson, Cathy Lonewolf</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Proficiency on common assessments, benchmarks, and OCCT's will increase.</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>Lesson planning, differentiation, and implementation of highly effective instruction/intervention practices are lacking.</p>	
ACTIONS	

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
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Monitoring of classroom instruction of every teacher weekly by Principal and I.C. using the coaching continuum walk-through form. At least one face-to-face feedback session with a teacher expected weekly by I.C. and Principal. Google calendar will be set at Principal/I.C. meeting weekly.	Barrett, Merritt	Weekly beginning 8/14/17.	Google Walk-through form.
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PROGRESS INDICATORS

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12/15/17	Benchmark 2	Align more support to classrooms with lower proficiency.

90-Day Action Plan – Team Priority #4

Turnaround Initiative Focus Area (Big Rock):

Team'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: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>	

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	

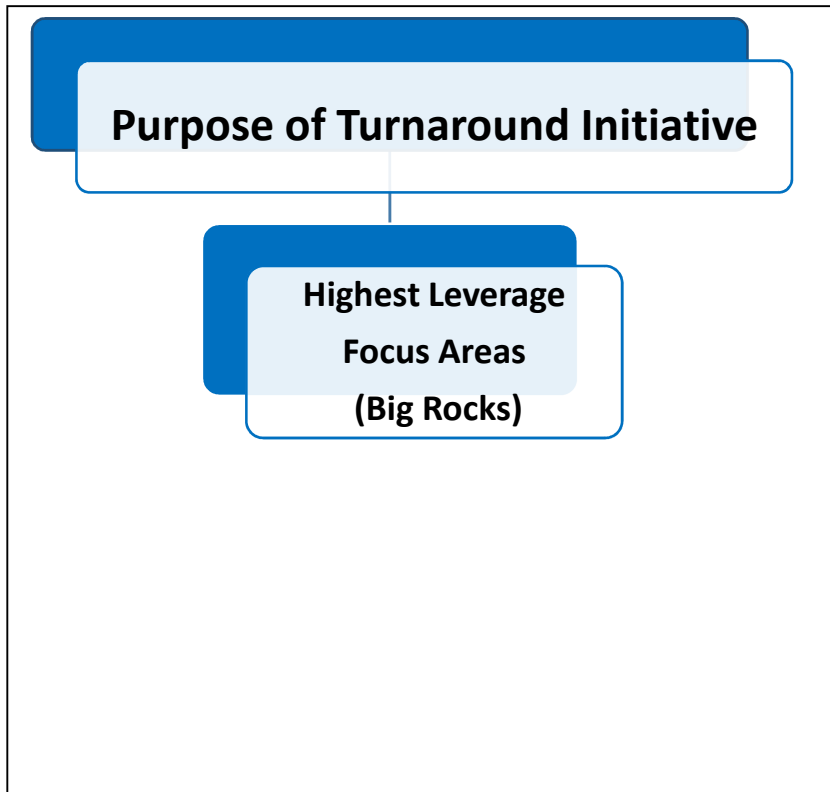
Quick Win Plan
(Only for first semester)

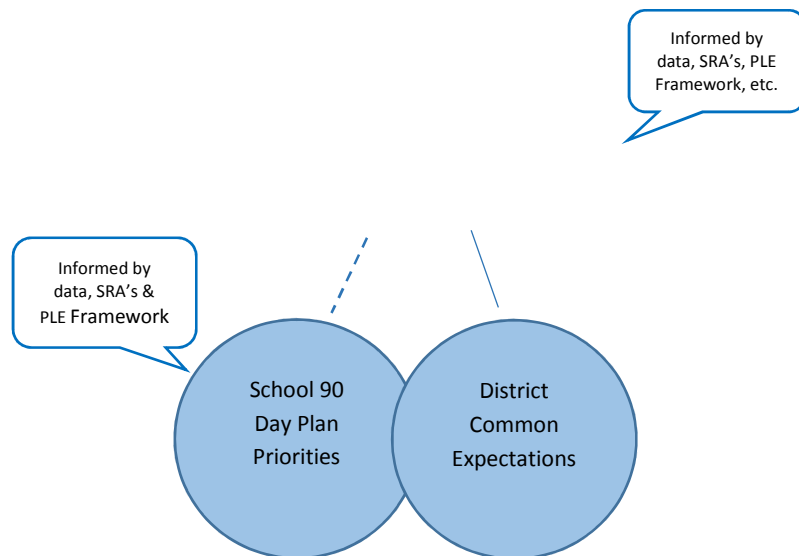
In a few sentences, describe how your classroom will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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

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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?							
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 locus 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?							