



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.

Our vision is to create a school where no barriers exist to prohibit student achievement.

Mission Elementary:

Our vision is to provide the best education to our students through data-driven instruction and interventions to increase achievement and secure their academic success for the future.

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	4 th → 60% 5 th → 51%	4 th → 70% 5 th → 70%	Benchmarks and OCCT's
2	Math Proficiency	4 th → 76% 5 th → 62%	4 th → 85% 5 th → 85%	Benchmarks and OCCT's
3	Science Proficiency	44%	60%	Benchmarks and OCCT's
4	Social Studies Proficiency	52%	65%	Benchmarks and OCCT's
5	OGL Fluency	4 th → 67% 5 th → 76%	4 th → 75% 5 th → 85%	LF Fall, Winter, and Spring Assessments.

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>	School Leader Responsible:		
Lack of intervening with struggling students and providing enrichment to students achieving proficiency.	Jeff Barrett		
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>	Rhonda Tallent		
Meaningful enrichment and interventions with student success based on data.			
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>			
Structure not set up to better facilitate grouping and interventions for enrichment and struggling students.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Divide students into groups for interventions and enrichment based on OCCT and benchmark data. Mon-Thurs.	Jeff Barrett Rhonda Tallent Classroom Teachers	8/21/15 10/16/15 12/18/15	Data from OCCT's and Benchmark Assessments.
Provide schedule for intervention and enrichment.	Jeff Barrett	8/21/15	Data from OCCT's and Benchmark Assessments.
Teachers to provide interventions to selected students in their grade-level based on skills/standards from 6 week action plan.	Grade Level Teachers and Support Staff	8/24/15 – 12/18/15	Data from OCCT's and Benchmark Assessments. 6 Week Action Plan.
Staff to provide enrichment activities in writing and higher level math and reading to students that don't need Tier II intervention.	Classroom teachers, Mari Keahbone, & Beth Coble	8/24/15 – 12/18/15	Data from OCCT's and Benchmark Assessments. Materials from Resource room/teachers.
Monitor intervention and enrichment time to ensure fidelity and efficacy through daily walk-throughs during intervention period. Principal and Instructional coach will visit at least 2 rooms every day during Intervention Period.	Jeff Barrett Rhonda Tallent	Daily 8/24/15 – 12/18/15	Walk-through forms from TalentEd and Observation 360.
Principal & Instructional Coach will meet every Friday afternoon to discuss walk-throughs and observations of the week and plan schedule for the next week.	Jeff Barrett Rhonda Tallent	August 17, 2015 Start.	Walk-through forms from TalentEd and Observation 360.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/25/2015	Intervention, Enrichment, and Voyager Groupings and schedule.	Groups may change based on most current assessments
9/28/2015	All walk-through/observations during Intervention time scheduled in calendar and documented in TalentEd & Observation 360	
9/25/2015	All Principal/IC meetings scheduled with agenda and sign-in sheets as documentation	Times of meetings may change but all will be held on Friday of each week or before.

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> Lack of active student participation and engagement.	School Leader Responsible: Jeff Barrett Rhonda Tallent
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Students will be actively engaged and participating in lessons 85% of the class period.	
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> Lack of incorporating active engagement strategies into daily lessons. Lack of daily monitoring of student engagement in the classroom by administrator and instructional coach.	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Monitor and provide weekly feedback to teachers.	Jeff Barrett Rhonda Tallent	Daily beginning 8/10/15	TalentEd and Observation 360
Provide weekly support in active engagement strategies to struggling teachers in the classroom and during plan times.	Rhonda Tallent	Weekly beginning 8/10/15	PD 360 and Professional literature
Provide weekly PD in PLC's in active engagement strategies.	Rhonda Tallent Classroom teachers.	Weekly beginning 8/21/15	PD 360 and Professional literature

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/28/2015	All Walk-throughs/observations for weekly feedback will be done in TalentEd and PD360 as documentation for 90 Day Plan	

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>Inconsistency in handling student behavior.</p>	<p>School Leader Responsible:</p> <p>Jeff Barrett</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>All staff consistent in following behavior guidelines and procedures.</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>Lack of consistent policies and procedures in handling student behavior.</p>

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Develop rubric and guidelines to implement with behavior matrix.	All certified staff	8/5/2015	Behavior Matrix
All staff model and monitor implementation and continued use of behavior matrix.	All staff	Daily 8/6/2015	
All staff to utilize new behavior/discipline referral form.	All staff	8/6/2015	Referral Form
Behavior Team to assess referral and behavior data monthly.	Jeff Barrett Kristi Locke Ruth Oliphant	Monthly beginning 8/31/2015	Behavior log and book

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/28/2015	Documentation of lack of implementation of the behavior matrix will be documented in TalentEd through push pins and PDP's	
9/25/2015	Documentation of weekly meetings with IC will be documented with agenda's and sign-in sheets as well as scheduled in the calendar.	

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>Attendance not adequately tracked.</p>	<p>School Leader Responsible:</p> <p>Jeff Barrett</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Teacher and student attendance will improve.</p>	<p>Kristi Locke</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?)*

Lack of procedures for tracking attendance. Lack of incentives and celebrations for good attendance.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Counselor to track attendance and provide a weekly log of student and parental contact dealing with attendance with a focus on tardies. Counselor will meet with Principal and Instructional Coach on Friday afternoons to discuss the week's results and next steps.	Kristi Locke	Weekly beginning August 17, 2015	
Monthly celebration and incentives for teachers and students with no tardies or absences.	Patricia Millwee	Weekly beginning 8-17-15	
Attendance Awards given for Teachers and Students every 9 weeks.	Patricia Millwee	10-1-2015 12-18-2015 2-18-2015 5-19-2015	

PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
8/21/2015	Log and schedule for tracking attendance.		

Quick Win Plan (Only for first semester)

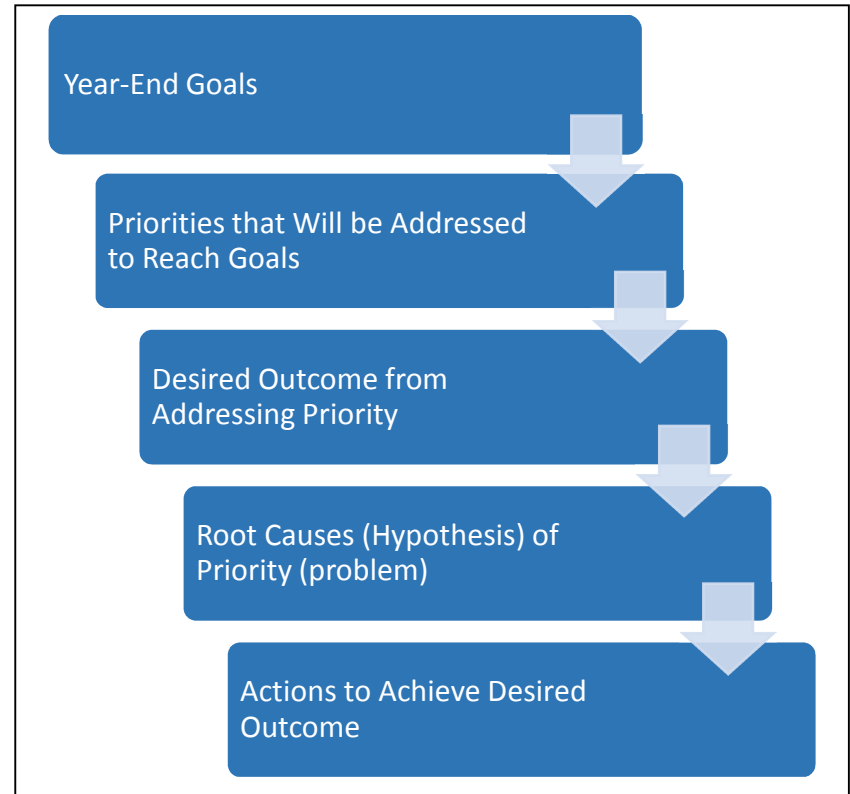
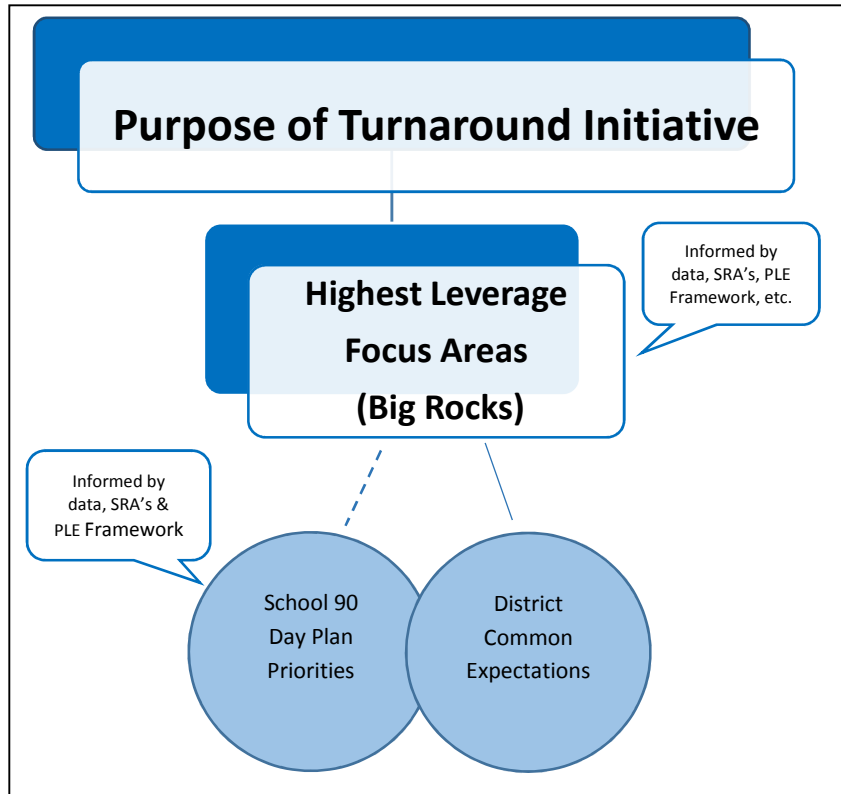
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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

We will celebrate the gains we made last year. We will build on the momentum of these successes and recognize individual and groups of teachers. We will provide an opportunity for these teachers to discuss what they did to reach our students and how they achieved their gains.

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

	Action	Person Responsible	Timeline
1	Present the OCCT data from 2014-15		
2	Locke, Lonewolf, & Smith: 14 pt gain in 4 th Math, only 6 Uns students. 76% Prof		
3	Turney & Verser: 10 pt gain in 4 th Reading, 15 less students in Uns. 60% Prof		
4	Brooks: 6 pt gain in 5 th Math		
5	Writing increased by 3% (47%), Science increased 13% (44%)		

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?				