Partnership for
Leaders in Education
Darden School of Business
Curry School of Education

UNIVERSITY of VIRGINIA

District: **Anadarko**

School: **Mission Elementary**

Principal: **Jeff Barrett**

90-DAY ACTION PLAN

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	2015-16 RESULTS	2016-17 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	**3rd: 80% 4th: 57%** **5th: 53%**	**4th: 85% 5th: 70%**	**Benchmarks and OCCT's**
2	Math Proficiency	**3rd: 69% 4th: 65%** **5th: 55%**	**4th: 76% 5th: 72%**	**Benchmarks and OCCT's**
3	Decrease Behavior/Discipline referrals	**68 Referrals**	**54 Referrals (20% decrease)**	**Number of discipline referrals**
4	Increase Attendance %	**96.7%**	**97.7%**	**ADA from PowerSchool**

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: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* Increase Language Arts and Math Proficiency utilizing SMART Goals.	**School Leader Responsible:** Barrett
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Language arts and Math scores will improve.	**Merritt** 4th/5th grade teachers
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 instruction consistently based on data and lack of implementation and monitoring of SMART Goals. Lack of monitoring for effective instruction and interventions.	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Instruct teachers on developing SMART goals based on data	Charlie Coleman, Barrett, Merritt	8/19/2016	Charlie Coleman, Learning By Doing
Teachers to develop and implement LA and Math SMART Goals by subject area (4th and 5th together).	4th and 5th grade teachers	9/2/2016	Charlie Coleman, Learning By Doing
Individual teacher data meetings after benchmarks on data day.	Barrett, Merritt, Lead Teachers	10/19/2016 12/14/2016	Driven By Data DVD

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
10/19/2016 12/14/2016	Data from Benchmarks	May need to change when individual data meetings take place after the first data day.

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock):	

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* Address Attendance, Behavior, and Discipline issues based on longitudinal data.	**School Leader Responsible:** **Barrett**
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Attendance percentages will increase. Behavior and discipline referrals will decrease.	**Merritt**

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?)*   Inconsistency in monitoring, early intervening, and follow-through/up with attendance, behavior, and discipline issues.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Secretary to call non-notified absentees at 10:00 daily.	Tricia	Daily at 10:00	Powerschool
Secretary to track absences and send letters to parents when absences reach 4 in 4 weeks and other information to authorities as absences increase.	Tricia	Ongoing	Powerschool
Behavior Matrix and Handbook to be followed consistently by all staff. This will be monitored through staff survey each quarter. Principal will deal with staff non-compliance with immediately as infractions arise.	All staff	8/1/2016 ongoing	Behavior Matrix and Handbook
All discipline to be handled by Principal.	Barrett	8/4/2016	
Monthly celebration of perfect attendance for all staff and students	Barrett, Tricia	9/1/2016 monthly	

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
10/6/2016	Attendance log	May need some adjusting of tracking log based on Tricia's needs.
10/6/2016	Discipline/Behavior log	

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock):

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*	**School Leader Responsible:**
Improve school culture.	**Barrett**
Desired Outcome: *(What will be different if you are successful in addressing this priority?)*	**Merritt**
Staff turnover will decrease. School culture will improve. Teachers will have more ownership for the success of the building.	**Locke**

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 principal monitoring and improving school culture and situation awareness throughout the building.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Mixing of grade levels for group activities during PLC's to foster teamwork and solidarity.	Barrett, Merritt	8/12/2016	
Lead teachers incorporated into grade level, subject area, and data meetings.	Barrett, Merritt, Lead Teachers	8/12/2016	
Principal to focus daily routine on students and teachers by being in the hallways and classrooms consistently throughout the day to increase situational awareness and show commitment to the staff and school.	Barrett	8/4/2016 ongoing	

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

9/1/2016 11/1/2016	Staff survey over school culture and principal interaction.	May need further surveys and more teambuilding activities.

90-Day Action Plan – Priority #4

Turnaround Initiative Focus Area (Big Rock):

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*	**School Leader Responsible:**
RTI focused on student engagement and celebration for growth for all students.	**Barrett**
Desired Outcome: *(What will be different if you are successful in addressing this priority?)*	**Merritt**
Assessment scores will improve through increased student engagement. Students will be empowered through frequent celebrations of growth.	

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 RTI consistently focused on student engagement, lack of appropriate intervention strategies and instruction, and celebrations for ALL students' academic growth.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Daily RtI in classrooms with a focus on student engagement and increasing teacher strategies for intervention and instruction.	All teachers Barrett Merritt	8/22/2016	2016 OCCT Data, BM data, PD on student engagement
Monthly PD in PLC's on student engagement	Merritt	8/26/2016 monthly	PD 360, Professional resources
Celebrate academic success for all students growth during celebrate success and with parties based on assessment results. 1st BM 60% proficient on both ELA and Math. 2nd BM 65% proficient and/or any gain on both ELA and Math BM.	All staff	10/19/2016 12/14/2016	

PROGRESS INDICATORS

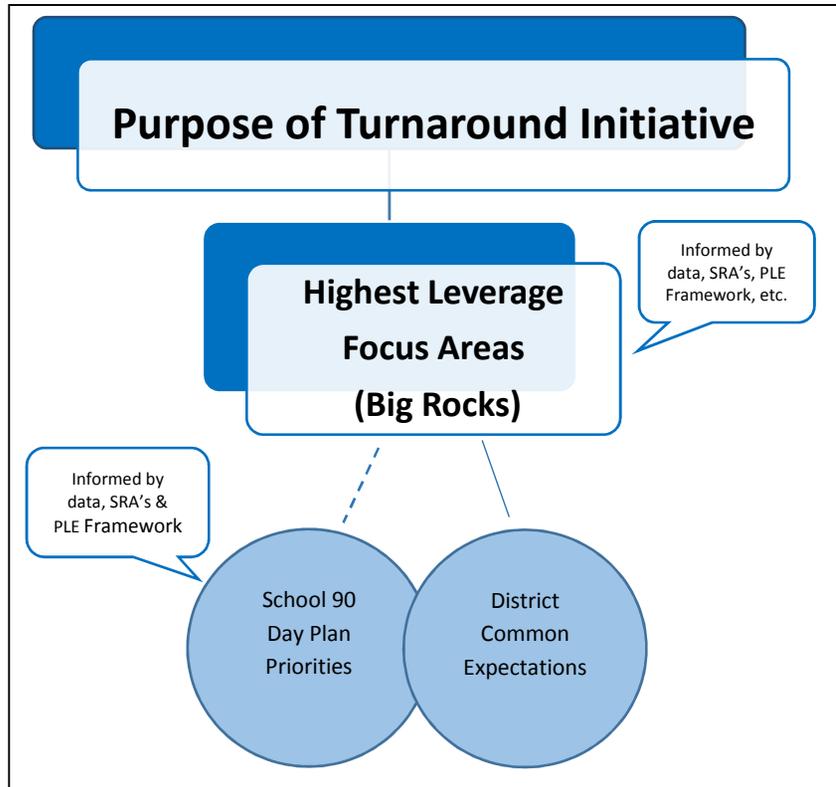| Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
10/19/2016 12/14/2016	BM Assessment Results	May need to raise the bar after the first BM based on the results.

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.

Staff and students will see me in the halls and classrooms throughout the day, every day. Celebrations and acknowledgment will be at the forefront of our school for staff and student success.

Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	**Person Responsible**	**Timeline**
1	Celebrate data: 4th graders coming in 80% prof in reading and 69% proficient in math. 4th grade math grew their students from 59% to 65% with only 10% uns.	Barrett	8/1/2016-8/3/2016
2	Staff luncheon to kick off the school year 8/1/2016.	Barrett, Merritt	8/1/2016
3	Staff drawings for goodies during the first 3 days of PD	Barrett, Merritt	8/1/2016-8/3/2016
4	Reward students and staff for monthly perfect attendance	Barrett, Merritt	9/1/2016 monthly

Purpose of Turnaround Initiative

Highest Leverage Focus Areas (Big Rocks)

Informed by data, SRA's, PLE Framework, etc.

Informed by data, SRA's & PLE Framework

School 90 Day Plan Priorities

District Common Expectations

Year-End Goals

Priorities that Will be Addressed to Reach Goals

Desired Outcome from Addressing Priority

Root Causes (Hypothesis) of Priority (problem)

Actions to Achieve Desired Outcome

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 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?				