

90-DAY ACTION PLAN

District: Anadarko
 School: Mission Elementary
 Principal: Jeff Barrett



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

This 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 provides the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.

GOAL STATEMENT: 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:

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.

GOALS: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation 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)
Language Arts Proficiency	3 rd : 80% 4 th : 57% 5 th : 53%	4 th : 80% 5 th : 65%	Common Assessments, Benchmarks, and OCCT's
Math Proficiency	3 rd : 69% 4 th : 65% 5 th : 55%	4 th : 76% 5 th : 70%	Common Assessments, Benchmarks, and OCCT's
Attendance	96.7%	97.0%	Powerschool Attendance Reports

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the school's leader is committed to the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, actions, 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 that is earned.

 Signature

 Date

Community 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 also indicates a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation.

 Community Member Signature

 Date

90-Day Action Plan – Priority #1

End Initiative Focus Area (Big Rock):

Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

School Leader Responsible:

Language Arts proficiency through increased instructional effectiveness in the classroom.

Barrett

Outcome: *(What will be different if you are successful in addressing this priority?)*

Merritt

arts assessment scores will increase.

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?)*

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 /
will be due on Wednesday of the week prior to teaching.	ELA teachers	Beginning 1/11/17.	teacher editions, access to resource room, plan time
Principal to review lesson plans weekly and provide feedback to teachers during a bi-weekly meeting between I.C. and Principal every Thursday at 2:00 to discuss lesson plans, past weeks observations, and next weeks schedule.	Principal, I.C.	Beginning 1/12/17	lesson plans from teachers
Teachers to use differentiated lessons to instruct quintile groups based on the most current data.	ELA teachers	Beginning 1/9/17	benchmark test data, access to intervention resources, quintile groupings by hand
Principal to conduct focused observations and provide intentional feedback to teachers through face-to-face discussions the day of observation using the TLE Obs & Eval tool. TLE Coaching Continuum.	Merritt, Barrett	1/9/17	Lesson plans, walk-throughs, TLE Coaching Continuum

PROGRESS INDICATORS

Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.	

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D	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.	

90-Day Action Plan – Priority #2

End Initiative Focus Area (Big Rock):

Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>	School Leader Respo
Math proficiency through increased instructional effectiveness in the classroom.	Barrett
	Merritt

Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>	
Assessment scores will increase.	

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?)*

Learning, 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 /
will be due on Wednesday of the week prior to teaching.	Math teachers	beginning 1/11/17	teacher editions, access to resource room, plan time
Principal to review lesson plans weekly and provide feedback to teachers during a bi-weekly meeting between I.C. and Principal every Thursday at 2:00 to discuss current week's observations and next week's schedule	I.C. & Principal	beginning 1/12/17	lesson plans from the teachers
Use differentiated lessons to instruct quintile groups based on the most recent data.	Math Teachers	1/9/17	benchmark test data, quintile groupings by homeroom, access to intervention

Principal to conduct focused observations and provide intentional feedback to teachers through face-to-face discussions the day of observation using the TLE Observing & Coaching Continuum.		Merritt, Barrett	1/9/17	Lesson plans, walk-throughs, synced calendars, TLE Observing & Coaching Continuum
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PROGRESS INDICATORS

Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Outcome	Potential Adjustments
	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.	2/2/17 2:00	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.
	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.	3/2/17 2:00	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.
	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.	4/6/17 2:00	Meeting b/t I.C. and Principal to review the first month of implementation of 90 Day Action plan and make any amendments or adjustments to plan.

90-Day Action Plan – Priority #3

Priority Focus Area (Big Rock):

<p>Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Attendance and decrease tardiness.</p>	<p>School Leader Res</p> <p>Barrett</p> <p>Merritt</p> <p>Trish - secretary</p> <p>Kristi - counselor</p>
<p>Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Attendance will increase and tardiness will decrease.</p>	

Assumption(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?)*

Nothing has been done anything to address tardiness outside of the robocall.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed
Competition to reward classroom with lowest tardies and absences % for each month.	Barrett, Locke, Millwee	2/3/17; 3/3/17 4/7/17; 5/4/17	attendance and tardy
1st semester chronically tardy students and set up an attendance intervention weekly and reward students with a weekly decrease in tardies. Reward will be number of tardies from week and comparing monthly % of days tardy 1st semester to 2nd semester.	Barrett, Locke, Millwee, K. Cantrell	1/9/17 - 5/19/17	attendance and tardy
Students with fewer than 5 tardies with a party at the end of each 9 weeks	Locke, Millwee	2/16/17, 4/28/17	attendance and tardy

PROGRESS INDICATORS

Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
1/17 & 1/24	Meeting with Millwee, Barrett, Merritt, and Locke to determine effectiveness of implementation of meetings with students and effectiveness of rewards on decreasing incidents of tardiness.	adjustment of tardy intervention sheets

90-Day Action Plan – Priority #4

Grand Initiative Focus Area (Big Rock):

Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>	School Leader Response:
Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>	

Assumption(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?)*

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed /

PROGRESS INDICATORS

Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

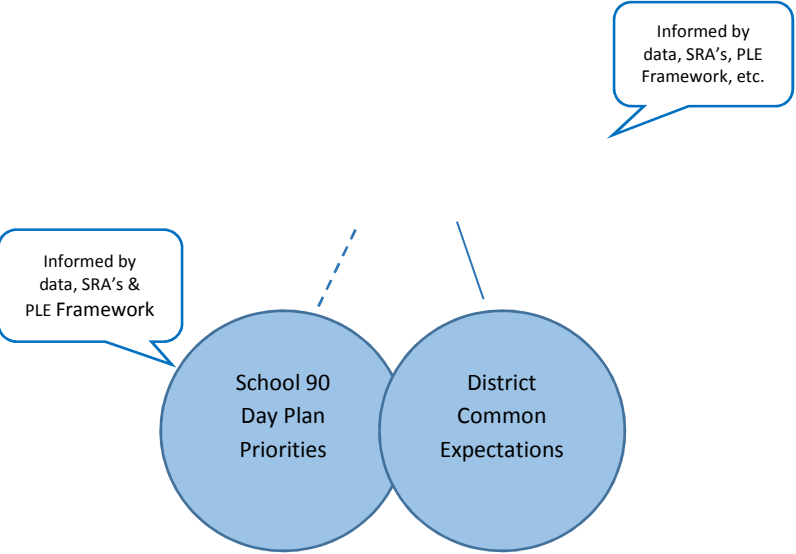
Quick Win Plan (Only for first semester)

ences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should be identified and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in the

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

Action	Person Responsible	Timeline

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

and Shepherd: Please determine how best to use the reflective questions and comparative ratings below to support the development of your 90-day turnaround plan instrument that will be used by Shepherds and the PLE to provide feedback on each 90-day plan.

90-Day Plan Development & Reflection Tool

Directions/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
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?			
Are 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 school's identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?			

strategic focus on using data to inform instruction evident? Is at least one of the priorities focused on aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices?			
School's priorities align with the district's focus areas (Big Rocks).			
Desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?			

Root Causes

Priority have a <u>clear</u> root cause hypothesis on why the problem exists? Has school leadership attempted to identify hypotheses (i.e. within the locus of their control)?			
Root cause been identified through intentional analysis of the problems—e.g. The 5 Why's or Fishbone exercises—that are supported by supporting data points?			

Most Critical Actions to Address Priorities

Actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the actions.			
Identified actions specific enough to ensure focus on the acknowledged priorities?			
Items strategically owned by specific school personnel?			

Progress Toward Addressing Priority

90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing priority?			
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