

90-DAY ACTION PLAN

District: Tooele County School District

School: Harris Elementary

Principal: Andy Peterson

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/improvement initiative.

PURPOSE OF THE TURNAROUND/IMPROVEMENT INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the initiative.

Harris elementary will inspire all students to reach their full potential. We will accomplish this vision by promoting high academic achievement through superior tier 1 instruction and response to intervention, creating well-rounded students through personal responsibility skills, and motivating students to be life-long learners.

GOAL SETTING: Along with SAGE Language Arts, Math and Science proficiency rates, identify an additional goal related to the "Culture & Climate" Big Rock. Elementary must also include 3rd grade reading goal. One additional goal can be identified at the secondary level (i.e., graduation rate, attendance, discipline, targeted sub-group, college readiness, etc.)

	Goals	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	3 rd – 29%, 4 th – 12%, 5 th – 30%, 6 th – 30%	3 rd – 50%, 4 th – 50% 5 th – 50%, 6 th – 50%	Dibels, SAGE, LEA Benchmarks
2	Math Proficiency	3 rd – 35%, 4 th – 18%, 5 th – 43%, 6 th – 38%	3 rd – 50%, 4 th – 50% 5 th – 55%, 6 th – 50%	LEA Benchmarks, SAGE
3	Science Proficiency	4 th – 10%, 5 th – 45%, 6 th – 41%	4 th – 50%, 5 th – 60%, 6 th – 60%	Unit Reviews and Tests, LEA Benchmark, SAGE
4	Culture & Climate	N/A	80%	Percent of students using data journals.
5	3 rd Grade Reading Goal	75%	90%	Dibels, DRA

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the improvement 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/Principal Supervisor 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.

Shepherd/Principal Supervisor Signature

Date

90-Day Action Plan – Priority #1

Turnaround/Improvement Initiative Focus Area (Big Rock): Quality Tiered Instruction

School’s Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
Lesson plans lack in-depth Tier 2 and 3 details

School Leader Responsible:

Crystal Luke

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
80% of teachers will produce weekly lesson plans in core subjects with tier 2 and 3 interventions, and show 80% adherence to weekly lesson plans.

Laura Sparks

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 student engagement, lack of quality strategies, lack of good models, attitude

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
PLC meetings focused on effective tiered (Tier 1, 2, and 3) planning and delivery (SIOP Model)	Crystal, Ruth, Barbara	February 3, ongoing 1x monthly	SIOP Books,
Collaboration forms updated for weekly meetings	Laura and Andy	February 3	
Weekly contact in collaboration meetings with focus on using data to drive Tier 2 and 3 instructional planning and delivery	Andy, Crystal, Ruth	Ongoing each week	
Tracking of lesson plans turned in	Andy, Suzanne	Ongoing	
Professional Development on effective small group instruction and classroom engagement	Laura, Kory, Dorothy, Barbara	February 25	Space for meetings

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
February 29	80% of teachers will have turned in at least 3 out of 4 lesson plans with detailed Tier 2 instructions for February. 50% of teachers will be in adherence to specified lesson plans	Delivery of Tier 2 and 3 planning adjustment.
March 31	90% of teachers will have turned in at least 3 out of 4 lesson plans with detailed Tier 2 instructions for March. 65% of teachers will be in adherence to specified lesson plans	
April 29	95% of teachers will have turned in at least 3 out of 4 lesson plans with detailed Tier 2 instructions for April. 75% of teachers will be in adherence to specified lesson plans	

90-Day Action Plan – Priority #2

Turnaround/Improvement Initiative Focus Area (Big Rock): Data Driven Instruction

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Increase staff knowledge necessary to apply quality data analysis leading to quality tiered instruction.</p>	<p>School Leader Responsible: Andy Peterson</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Data analysis meetings will be more effectively run and lead to higher quality tiered instruction.</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> Staff thoughts of “one more thing to do”, no good example or model to follow, lack of application of training</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
More detailed data protocol monthly from collaboration meetings based on a most recent test.	Andy, Ruth, Crystal	Last week of February, then ongoing	Updated collaboration form from Priority 1.
Use of weekly collaboration form with a focus on data analysis	Andy, Ruth, Crystal	February 3, ongoing	
Focused PD on use of data analysis protocol (review)	Andy	March 2	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
March 31	50% of weekly collaboration forms will include specific analysis of data (from recent test) with re-teaching strategies identified.	PD on effective collaboration meetings with data analysis at grade level.
April 29	60% of weekly collaboration forms will include specific analysis of data (from recent test) with re-teaching strategies identified.	
April 8	Part 3 of data protocol analysis completed for 3 rd district benchmark with identifiable tier 2 and 3 interventions	May have to adjust time frame based on Spring Break

90-Day Action Plan – Priority #3

Turnaround/Improvement Initiative Focus Area (Big Rock) - (If applicable): Climate and Culture	
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Continue to increase students' personal responsibility while increasing their capacity for leadership.</p>	<p>School Leader Responsible: Ruth Marshall Dorothy Norrington</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> 95% of students will track their own data and 75% of students will have a job (responsibility) through their classroom or the school.</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> Lack of individual accountability and responsibility</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Principal's Principles will include the "7 Habits of Happy Kids" in announcements	Andy	January, Ongoing	7 Habits Book
Staff PD on the "7 Habits of Happy Kids"	Ruth, Barbara	March 17	
Student sample of data tracking system from each classroom	Dorothy	April 8	
Collection of classroom and school wide jobs and students who have done them.	Ruth	April 15	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
February 29	New school wide jobs fully implemented for 3-6 grades	Introduce K-2 school wide jobs
March 17	Staff PD on 7 Habits of Happy Kids – The Leader in Me	Looking ahead to combining 2 schools
April 29	95% of student data tracking systems in place. 75% of students have had a job (responsibility)	

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/improvement initiative. These wins will generate positive traction toward your school’s improvement progress by mobilizing early observable cycles of 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.

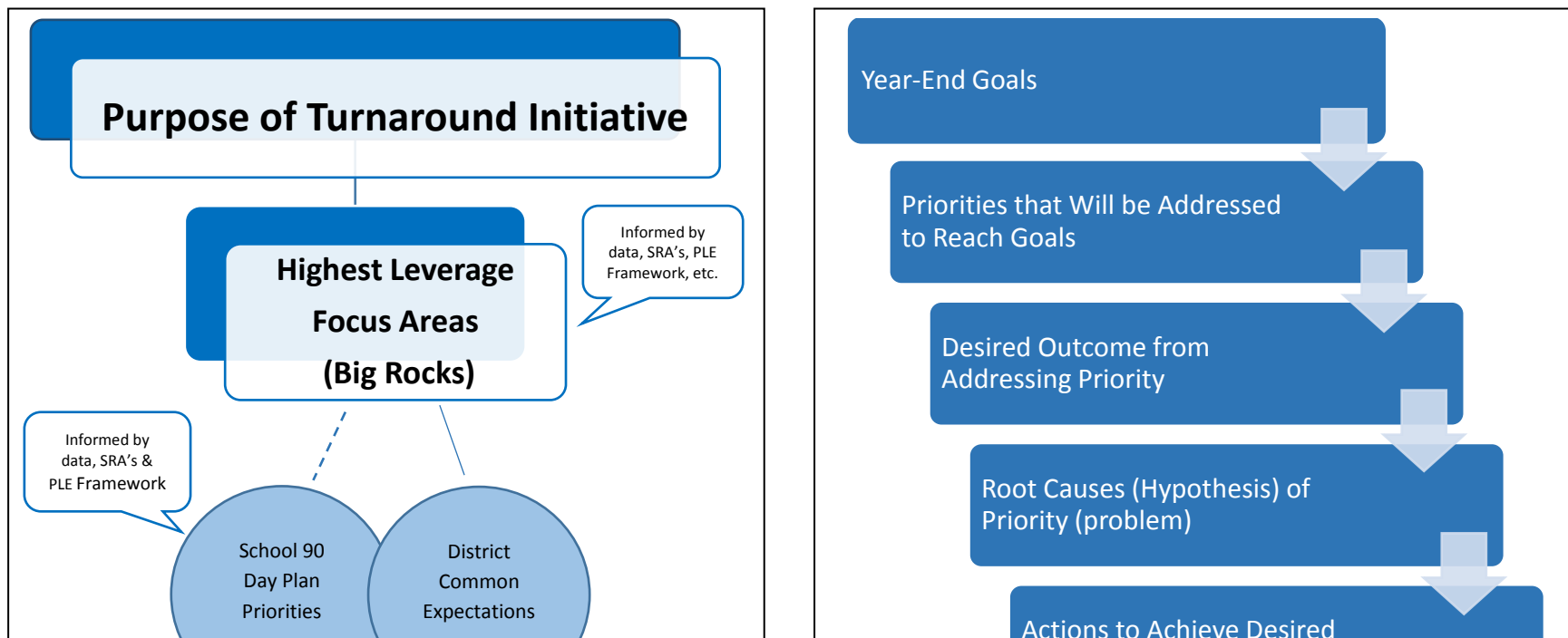


Our quick wins will focus on culture and climate as we implement increased student responsibility for their behaviors and actions.

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/Supervisor: 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/Improvement Purpose & School Goals	Clearly Evident	Solid Progress	Limited Progress	Not Evident
Is the school's turnaround/improvement 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?				