



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

90-DAY ACTION PLAN

District: Washington Elementary District
School: Ocotillo Elementary
Principal: Dr. Steve Murosky

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.

Our vision for the turnaround initiative is to create a collaborative environment where teachers are focused on analyzing multiple sources of data throughout the school year and shift their instructional practices according to those data so that 80% of our students are at benchmark in reading and math, and that we have an intervention plan for the remaining 20%.

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	16 Point Pre to Post Growth. Growth equal or higher than 28 out of 32 WESD schools.	Language Arts Proficiency	School wide (Grades 3-6) will have an average increase from Pre to Post of 20%. This is 2% higher than the top percentage of growth district wide and 4% higher than the previous year growth.
2	Math Proficiency	22 Point Pre to Post Growth. Growth equal or higher than 21 of 32 WESD schools.	Math Proficiency	School wide (Grades 2-6) will have an average increase from Pre to Post of 28%. This is equal to the top percentage growth (28%) from last year.
3	ELL Reclassification	23% of ELL students were reclassified based on the AZELLA test.	ELL Reclassification	School wide we will have a reclassification rate of 30%, consistent with other schools in the district with similar demographics.
4	Student Conduct Referrals	Student conduct referrals were reduced by 69% last year. From 1075 in SY 2013-2014 to 330 in SY2014-2015.	Student Conduct Referrals	School wide goal to reduce student conduct referrals an additional 6% from SY 2015-2016, from 330 to 310.

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): Planning – Backwards Design From Standards

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> There is an overreliance on the use of curricular materials to teach reading and math and teachers are not planning from the standards and assessments.</p>	<p>School Leader Responsible: Steve Murosky Julio Valenzuela Dawna Dohogne</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Teachers will backwards plan using ELA and math standards. Teachers will backwards plan using the interim assessments that are aligned to the ELA and math standards.</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?)*
 Teachers were not trained to backwards plan.
 Teachers were disciplined by administrators if they were not using the curricular materials.
 District assessments were not aligned to standards.
 Interim Assessments were unfamiliar and dissecting the results was a new process.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide training on planning with the end in mind.	Murosky/Dohogne	January & Ongoing	Assessment Calendar/School-wide calendar
Provide resources for appropriate supplemental materials.	Leadership Team	January 13 PLC & Ongoing	Curriculum Guide/supplemental materials aligned to standards
Interim Assessments will be in teacher's possession prior to planning for instruction.	Leadership Team	Ongoing throughout the year	Interim Assessments – Assessment Calendar

Reinforce the importance of standards-based instruction and the research that supports the practice.	Murosky/Valenzuela/Dohogne	January 13, 2016 and Ongoing	Planning Presentation PLCs Grade level data meetings
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
By the week of August 10, 2015	Provide training in whole-group staff PLC and in individual team meetings. During the initial trainings, teachers will become more familiar with using standards-based instruction.	Depending on the comfort level of teachers and their understanding, additional reteach and training may be necessary.	
January 13, 2016	Professional Development on backward design and planning from the standards delivered by Karla Herbst, District Instruction Coach.	Time for feedback and reteach.	
Beginning the week of January 18, 2015 through the end of the school year	Weekly walk-throughs of each classroom each week conducted by Dr. Murosky, Mr. Valenzuela and Mrs. Dohogne. Develop next steps with teachers during weekly data meetings.	Debrief on findings during weekly leadership team meetings. Develop next steps based on findings.	

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Teacher Action Plans

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Teachers do not have a specific plan or focus when it comes to planning "next step" instruction based on data analysis from Interim Assessments.</p>	<p>School Leader Responsible:</p> <p>Leadership Team S. Murosky J. Valenzuela D. Dohogne</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Teachers will have a system in place that not only guides them in their next steps, but includes resources to find new strategies and times when the re-teaching will occur.</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> <ul style="list-style-type: none"> Teachers were only "introduced" to writing action plans. Focused Professional Development is needed to model the expectations when filling out action plans and explaining the "WHY" behind the plans. Teacher need practice and feedback on filling out the planning tool as to its effectiveness. There has been no accountability from administration to ensure that students are receiving proper "re-teaching" opportunities on a regular, structured basis. 	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide professional development in the creation and implementation of Action Plans. PD will include how to use the Interim Data to guide the creation of the action plan.	S. Murosky J. Valenzuela D. Dohogne Select members of Leadership Team	January 6 PLC February 3 PLC	Websites/resources for teaching concepts a different way
Provide teachers with a 3 week teacher instructional Action Plan and monitor the completion of the plans during grade-level data meetings.	S. Murosky J. Valenzuela	February 3 – May 26	Action Plan Template Student data/progress Standards alignment
Set up a schedule of specific dates and times that grade-level teams will meet with administration to discuss Action Plans and provide feedback as to the effectiveness of the plan.	S. Murosky J. Valenzuela D. Dohogne	January 2016	Assessment Calendar

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
September 2 and 9 PLC's.	Planning documents for PLC's (PowerPoints, teacher feedback, reflection journals, resources provided for teachers to find new strategies)	Continue supporting teachers with their action plans by looking at data and making data-driven decisions.

End of August 2015	Dates documented on a schedule as to meeting times and places to discuss the implementation and utilization of Action Plans.	
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90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock) - (If applicable): High Expectations for Student Culture

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> All staff will foster a positive learning environment by implementing a school-wide Positive Behavior Intervention System (PBIS).</p>	<p>School Leader Responsible: S. Murosky J. Valenzuela PBIS Leadership Team</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> PBIS will be consistently implemented school-wide by all staff. The PBIS Leadership Team will develop a PBIS matrix for all areas of the school and the school bus. The number of student conduct referrals will be reduced to 310.</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> <ul style="list-style-type: none"> • We did not have the money to implement a school-wide Positive Behavior Intervention System. • Teachers did not develop positive incentives at the classroom/grade level. • Clear expectations of students were not consistently communicated. 	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Continue working with Dorothy Watkins, Administrator of Social Services, now that she is a PBIS trainer.	Grade Level reps (Led by J. Valenzuela)	January 18 – May 26	D. Watkins, J. Valenzuela, P. Wilson and teacher reps present during PLC.
Continue working with PBIS Leadership Team consisting of a grade level representative, special area representative, special education representative, non-teaching representative and a parent representative.	J. Valenzuela	District scheduled PBIS Committee meetings	Staff members
PBIS Leadership Team will develop all required PBIS lesson plans for all staff.	J. Valenzuela S. Murosky PBIS Leadership Team	Jan 27 PLC Feb 10 PLC	PBIS posters and lesson plans.

PBIS Leadership Team trains all staff	J. Valenzuela S. Murosky PBIS Leadership Team	January – May	Staff members
Continue gold coins in the cafeteria, special areas and hallways to positively reward students for expected behavior. Collect documentation of positive reward system used in each grade level.	J. Valenzuela S. Murosky PBIS Leadership Team	Jan 18 – May 26	J. Valenzuela S. Murosky

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
January 27	Re-visit PBIS Team Charter completed and required PBIS documents created.	Staff buy-in, consensus, time.
January 27	PBIS leadership team meetings and professional development on implementing PBIS school-wide.	Staff buy-in, consistency, student buy-in.
Sept. - May	Number of “gold coin recesses” achieved by each class/grade level	Buy more gold coins!

Quick Win Plan

(Only for first semester)

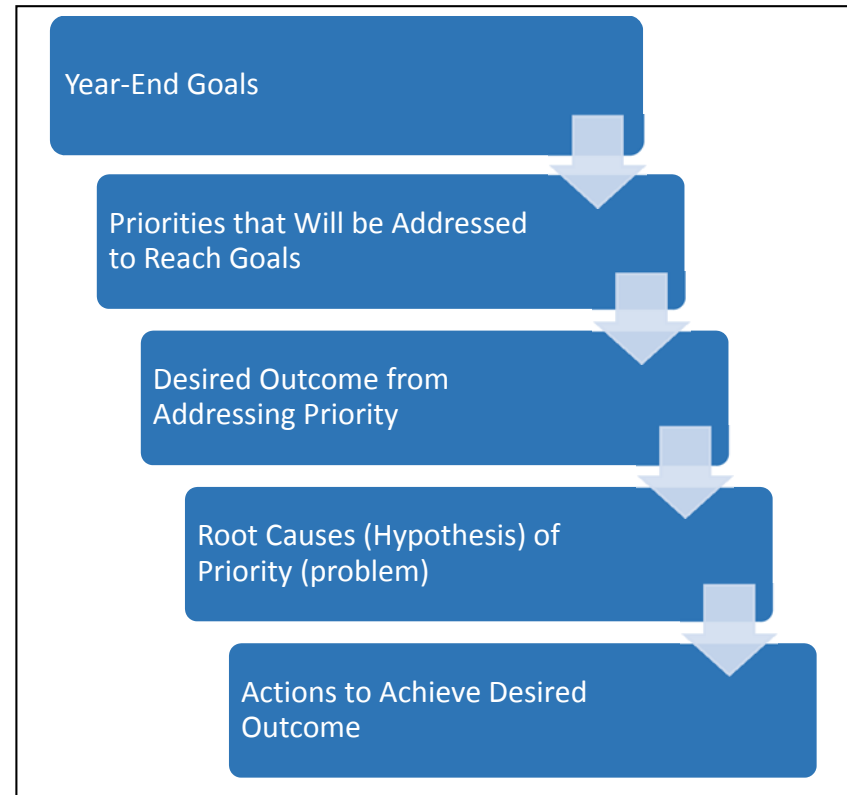
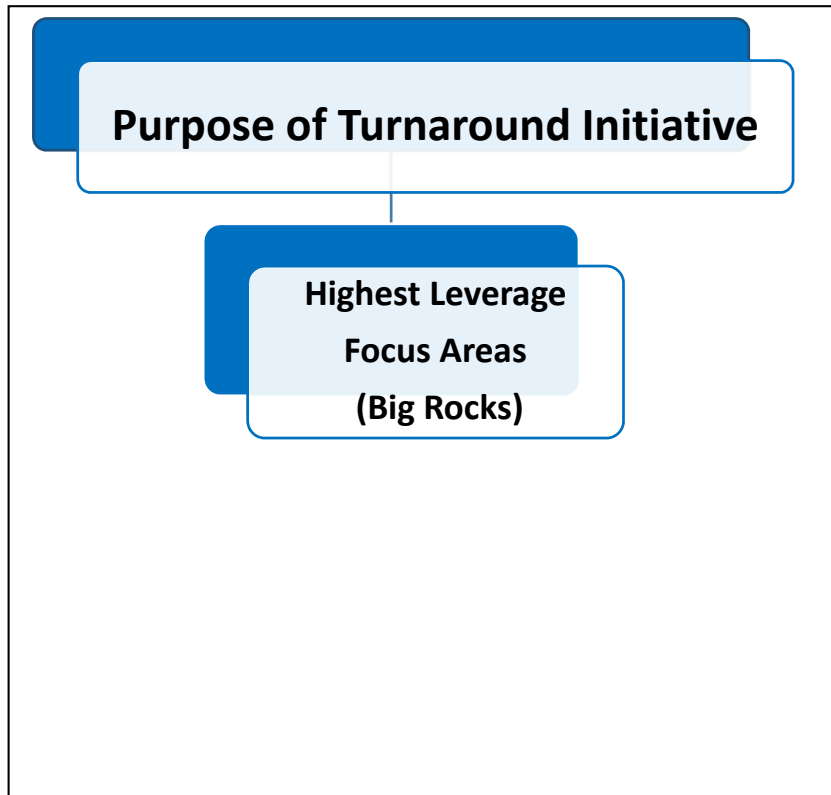
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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



- Present the awesome student growth data in ELA and math from 2014 - 2015
- Establishing a PBIS Leadership team guided by clear expectations and willing to do what it takes to create a positive learning environment for our students.
- Celebrate common formative assessments based on standards tested on the first interim assessment.
- Getting our “clipboards” hung up during the first week of school so lesson plans and actions plans are transparent and easily accessible.

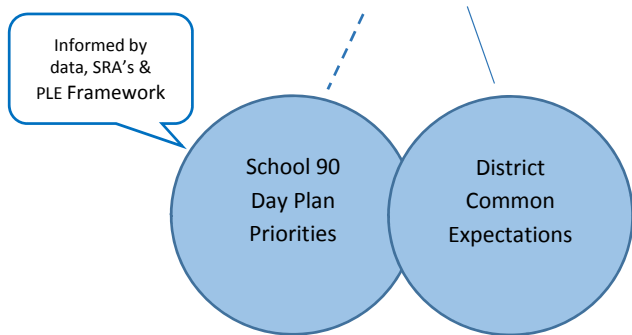
Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	Person Responsible	Timeline
1	Created a Power Point to show the amazing growth our students made in both ELA and Math and showed comparable data among all WESD schools.	S. Murosky	July 30, 2015
2	Training Day on August 3 – Trained the staff on the PBIS and the Ocotillo student discipline model.	J. Valenzuela P. Wilson	August 3, 2015
3	Spotlight staff during PLC in the first 30 days.	S. Murosky J. Valenzuela D. Dohogne	Aug. 19 – Sept. 21
4	Arranged time with Facility Manager to hang clipboards which will display lesson plans and action plans.	S. Murosky	Week of August 17 - 21

APPENDIX A



Guidance Document

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



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?				