



Partnership for Leaders in Education

Darden School of Business
Curry School of Education

90-DAY PLAN

2016-17 1st Semester

District: Charlotte-Mecklenburg Schools

School: MLK, Jr. Middle School

Principal: Jennifer Lee Dean

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.

The purpose of our turnaround effort is to ensure that our students are prepared and placed on a pathway to prosperity in high school and beyond. We must create and sustain support and challenge that leads to independent learning and high levels of mastery. We must also create and sustain a positive, self-directed, learning-focused school culture.

GOAL SETTING: Identify up to three goals for the 2016-17 school year (i.e. graduation rate, promotion rate, attendance, discipline, proficiency growth, targeted sub-group, college readiness (CCR), etc... that can be measured. Goals must be targeted and have a minimum of 2 quarterly progress monitoring indicators.

	EXAMPLES - Goals	2015-16 RESULTS	2016-17 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Reading Proficiency – We will increase our reading proficiency as evidenced by the Reading End of Grade test from 27.7% by 30% to 36%.	27.7%	36%	-MAP reading progress (60% of students will improve from their fall MAP score to their Spring MAP score. 50% of students will reach their MAP goals by the Spring administration.) -Interim Assessment Progress (40% of students will show mastery on the 3 rd interim assessment.)
2	Math Proficiency – We will increase our math proficiency as evidenced by the Math End of Grade Test from 22.18% by 30% to 29%.	22.18	29%	-MAP math progress (60% of students will improve from their fall MAP score to their Spring MAP score. 50% of students will reach their MAP goals by the Spring administration.) -Interim Assessment Progress (30% of students will show mastery on the 3 rd interim assessment.)
3	8 th grade Science Proficiency – We will increase our 8 th grade science proficiency as evidenced by the 8 th grade Science End of Grade test from 55.04% by 30% to 72%	55.04%	72%	-Interim Assessment Progress (75% of students will show mastery in power standards as they are looped throughout the year. 75% of students will show mastery on the 3 rd interim assessment.) -
4	Discipline Referrals – We will decrease our number of in and out of school			-Monthly ISS and OSS Reports (Incidents will decrease by 30% each month from the previous year/month.)

	suspensions/incidents by 30% as evidenced by monthly discipline reports from Power School.			
--	---	--	--	--

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, address 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): Instructional Planning and Delivery			
School's Priority: <i>Instructional planning approach (IPA) strategies are inconsistently utilized to improve instruction.</i>			School Leader Responsible: Dean
Desired Outcome: <i>Instruction and student mastery will improve.</i>			
Root Cause(s) to Address Hypothesis of Priority: In reflecting on our PLC growth data, we found that higher performing PLC's, who embodied a collaborative culture and who used data well, exceeded growth. Also on the Insight survey, most staff members felt that the planning time could be used more effectively. In order to prepare for higher levels of rigor and engagement, we decided to focus on the foundations of the PLC for strategic teams.			
ACTIONS			
Critical <u>Action</u> to Address Root Cause & Achieve Desired Outcome	Person Completing Action (Name the person)	Timeline	Resources Needed / Source
Create a collaborative culture in PLC's through implementing planning systems and structures for expectations and accountability.	Clayborn, Rodriquez, Gaines, Perkins	End of 1 st quarter	IPA resources
Implement a backwards design planning process that ensures alignment and rigor.	Clayborn, Rodriquez, Gaines, Perkins	End of 1 st quarter	IPA resources
Use data protocols that includes exemplars and rubrics to identify misconceptions that will inform instruction.	MCL's & AF	End of 2 nd quarter	DDI resources
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
Weekly (9/2, 9/9, 9/19, etc.)	Walk thru forms will reflect improvements in planning, instructional design and delivery.	Focus on a narrow number of walk thru elements to observe and support through coaching.	
3 cycles (10/24, 1/16, 4/28)	Interim Assessments will reflect continuous improvement of student achievement in power standards.	Tracking of informal assessments to support data analysis will occur to respond quicker to instruction.	
Weekly (9/2, 9/9)	PCL Meeting agendas and notes will reflect improved PLC culture, dynamics and workflow.	PLC will be more directive in instances where PLC culture is caustic and nonproductive.	
Quarterly (10/30, 1/30, 4/2, 6/2)	PLC Surveys will be administered and adjustments to planning and support reflect collaborative culture perceptions among staff members.	PLC restorative circles will be conducted to identify sources of barriers for PLC's.	

90-Day Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Talent Management.

School's Priority: <i>Coaching methods have not consistently supported the growth and effectiveness of staff.</i>	School Leader Responsible:
Desired Outcome: <i>Staff effectiveness and retention will improve by providing targeted coaching.</i>	Porter

Root Cause(s) to Address Hypothesis of Priority:

On our fall and spring Insight surveys from last year and from our in house coaching survey, staff shared that they did not receive the support and feedback that they needed to improve teaching and learning in their classes. We choose to intensify the coaching model that we had and to engage in Opportunity Culture to provide the level of support and feedback that our teachers need to improve teaching, learning, and teacher retention.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Implement an Opportunity Culture support plan that targets needs for PLC's that includes feedback, coaching & job embedded PD.	Dean	1 st quarter	OC resources
Execute a year-long onboarding process to support teachers new to our school.	Carr	Ongoing	none
Build coaching caseloads for all other based on common needs and expertise.	Porter	Ongoing	none

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Quarterly (9/22,12/2, 3/22, 6/2)	Conduct teacher surveys to identify perceptions regarding quality and quantity of support.	Conduct restorative circles to identify underlying barriers to receiving or providing support.
3 Rounds (10/30, 1/30, 3/30)	Teacher evaluation ratings will improve in designated areas.	Walk thru data will be quantified to identify strengths and areas of need trends.
Monthly (9/2,10/2, etc)	Coaching logs will reflect individual staff growth.	Coaching caseloads will be adjusted to maximize expertise to support needs.

90-Day Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock):			
School’s Priority: <i>The school has not effectively implemented a school-wide support system that sets expectations, monitors and improves behaviors.</i>			School Leader Responsible: Sullivan
Desired Outcome: <i>Staff will consistently set academic and behavior expectations by teaching and reinforcing replacement behaviors.</i>			
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> Our discipline data suggests that students who participated in positive interventions/incentives that reinforced academic and behavior expectations experienced a decrease in referrals and unwanted behaviors. Students who did not continued to see higher numbers of referrals and negative incidents. Reinforcing those academic and behavior expectations will help to decrease referrals and unwanted behaviors. Also, using individualized behavior plans help to provide the specific positive support that is needed for certain students.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide effective staff support, including PD and coaching, for creating and implementing classroom and school wide processes and procedures.	Culture Committee Members	Monthly	PD and coaching protocols
Utilize a positive academic and behavior support system to monitor, celebrate, and correct behaviors.	Sullivan	November	Hero System, character lessons, etc.
Use the EWI system to provide specific supports to at Risk Students	Porter, Carr	1 st Quarter	Various school resources
Implement Restorative Practices to build and restore trust and accountability in our school community.	Sullivan	1 st Quarter	Restorative practices resources
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
10/1, 11/1, 1/1	Restorative practices questions and circles documentation is collected and reviewed for evidence of implementation and surveys of the impact.	Restorative practices assignments will be assigned and reviewed to ensure completion and impact.	
Bi-weekly	Student interim reports are sent every two weeks and student performance growth will be evaluated.	Student conferences will be conducted to make adjustments to student plans.	
10/1, 11/1, 12/1	School incentive schedules will be reviewed. Student lists will be reviewed to see which students are participating and what can be done for those who aren’t.	Create a proactive schedule and behavior plans for students who are not participating.	

Quick Win Plan (Only for first semester)

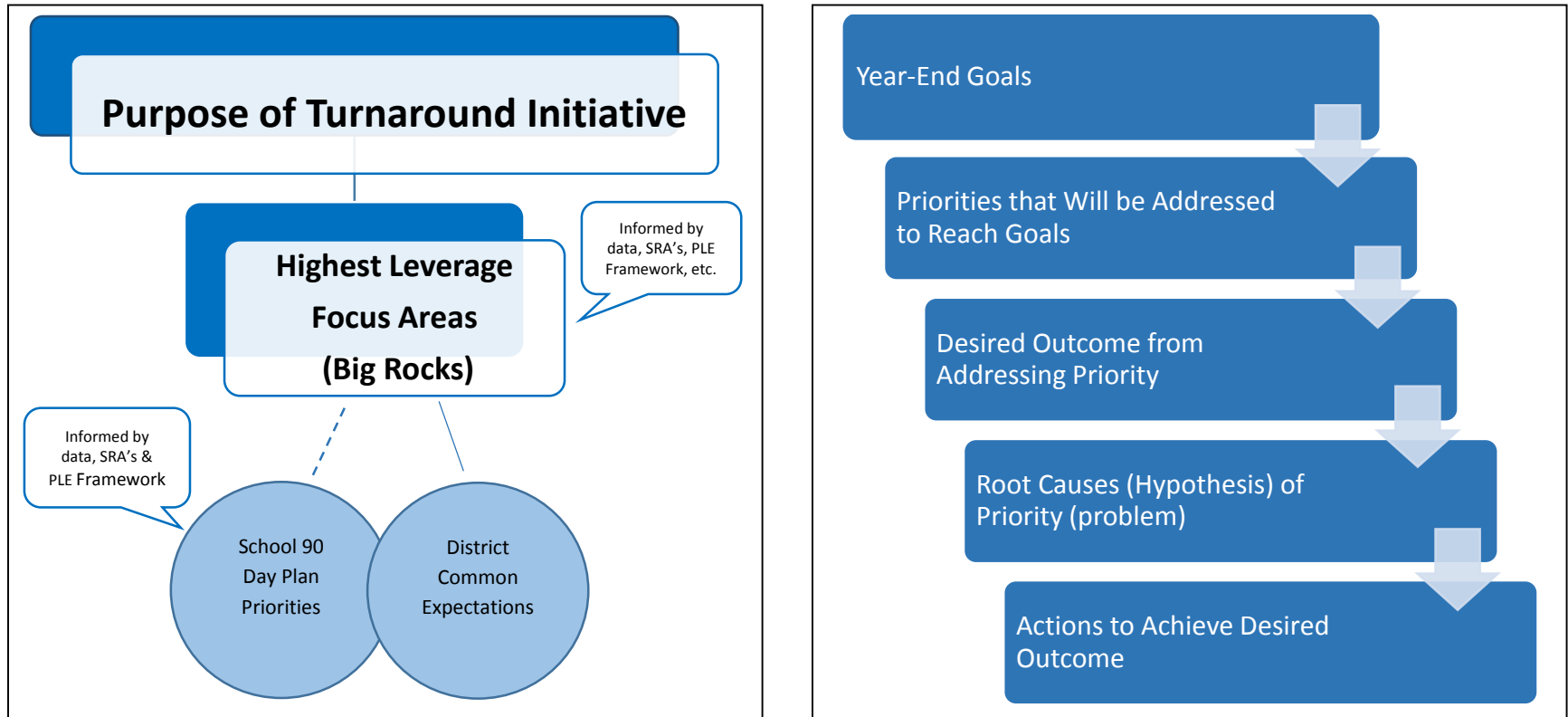
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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



The quick win plan at NC State High School will clearly chart the path for the increased success of our students and teachers. Our quick wins will serve to animate the clear differentiation between student-focused and adult-focused activities and attitudes. The teachers that are willing and able to commit to the vision for success at NC State High School will have their choice of professional success in this school or others schools in the district and the ability to use data to inform instruction for our students will be prized above all other values.

Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	Person Responsible	Timeline
1	Update and organize behavior support documents, procedures, and processes	Sullivan	By August 25
2	Provide PD for restorative practices for staff	Sullivan	By August 25
3	Identify and Hire opportunity Culture staff	Dean	August 25
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: 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.)*

Xxxx

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?				