



Clarke County
School District

School Growth Planning 90 Day Action Plan

September 23 & 26, 2019

The Blind Men & The Elephant



Clarke County
School District

What can we learn from this fable about school change?



Key Takeaways

- A lack of objectivity and consideration of other approaches and perspectives will limit understanding and assessment of a situation.
- The ability to connect the dots and recognize patterns in strategic planning is a rare but crucial capability.
- Perceptions and previous experiences can lead to limited access overreaching misinterpretations
- Sometimes we think we know the answers without really getting all of the information is needed to make an informed opinion.
- Be open to the opinions and perspectives of others so that you make the most informed conclusions or decisions.



Session Objectives

- Understand components of an effective action plan.
- Understand the identified priorities based on data sources and alignment with desired outcomes.
- Understand the sequence of action steps to take towards addressing root causes.
- Understand the process for monitoring progress of each action step towards goals.
- Understand the change management process.
- Understand your role as an LSGT in the school improvement process.



School Growth Plan & Structure



What is the shift?

- Formatting
- Language
- Explicit timeline for review cycles
- Elimination redundant fields
- Reduced number of tabs
- Revised District-wide Focus Areas (Big Rocks)

Rationale

- Ensure an action driven focus around school improvement throughout the school year.
- Streamline the school improvement document.
- Ensure consistency and continuity throughout the district.



What is a 90 Day Action Plan?

The 90-day plan is a living document that serves as a road map for clarity around specific priorities and action steps that are critical for achieving short-term goals towards long-term outcomes.



Elements of the CCSD Action Plan

- Driven by the district identified Big Rocks (Focus Areas)
- Plan anchored with three priorities (problems of practice) which can be achieved in a short period of time (90 Days).
- Likely root causes are considered and identified for each priority.
- Desired outcome is established for each priority – what will success look like?
- Specific actions are determined to address root causes.
- A monitoring process to determine progress





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90-DAY ACTION PLAN

District: Clarke County

School:

Principal:

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 transformation initiative.

SCHOOL PURPOSE STATEMENT

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	2018-19 RESULTS	2019-20 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1				
2				
3				
4				
5				

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the transformation 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 learning

Principal Signature

Date

District 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

Chief Academic Officer Signature

Date



Purpose Statement





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Purpose Statement

- The purpose statement should articulate how the school will be different as a result of the school's efforts over the next few years.
- Differs from our mission or vision which tells how we should view ourselves.
- Connects to the heart and head of your school. This is your “Philosophical Heartbeat” .
- What are we doing for our students.

Mission

What we do

Operating an organization

Strategic

Motivational

Creates buy-in

Provides Focus

Purpose

How we do it

Sharing a dream

Cultural

Aspirational

Instills Ownership

Fuels Passion



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Disney Institute

District Purpose Statement

Our schools provide high quality rigorous instruction in a culturally responsive, inquiry based learning environment. Our staff leads through collective efficacy, relentless pursuit of student achievement and compassion for our students, their families, and our community. Our community is committed to the underserved and historically marginalized, while attending to the achievement of all students.



Purpose Statement - Work Session

Listen to and give feedback on your school's Purpose Statement based on the following Reflection Question:

Is the school's purpose statement clearly articulated, with language that will inspire stakeholders to become engaged and committed to the transformation initiative's success?

In other words:

1. Does the school purpose statement describe how the school will be different as a result of this work?
2. Is the purpose statement written as an aspiration?

Goal Setting





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Goal Setting

Goals should include student achievement as a primary focus, while allowing for other areas of focus that are supporting or hindering student achievement.

- **Goals by grade level** are considered when appropriate
- To understand the real impact, **convert percentages to number of students.**
- Consider **cohort data** to reveal impact over time
- What happens in **earlier grades?** Where do you put your stake in the ground?

BE THOUGHTFUL

Goal Setting - Work Session

Principals will explain the rationale behind the goals which have been identified and the goal indicators. Listen to and give feedback on your school's Goals based upon the following Reflection Questions:

- 1. Have measurable school-wide goals been identified using available baseline data?***
- 2. Are there clearly articulated metrics to monitor progress toward goals?***

90 Day Action Plans - Priorities



90-Day Action Plan – Priority #1

Transformation Initiative Focus Area (Big Rock):			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>			School Leader Responsible:
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</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>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	



Big Rocks (Focus Areas)

Instructional Leadership
School Climate
Planning and Assessment



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Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement.



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School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.



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Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

School Priority



DMAIC Problem Solving Model

Define

- Define the problem of practice
- Desired Outcome

Measure

- Measure the Problem
- Collect Data

Analyze

- Identify Possible Root Causes
- Five Whys

Improve

- Determine Actions to Address Causes
- Execute Actions

Control

- Assess Progress
- Learn/Adjust/Sustain



Problem of Practice

The priority should describe a problem of practice focused on how adults can shift practice in service of students (focus on behavior currently hindering student outcomes)

Reframing doesn't always mean finding the REAL problem. Reframing allows us to see if there is a better one to solve within the identified opportunity area

Probing Questions

- What category of a problem do you think you are facing? i.e. An expectations problem? A skill-set problem?
- May others be framing the problem differently? How so?
- Which stakeholder perspectives are you missing? How could you engage them?
- In what ways may your own area of expertise and comfort be influencing how you are framing the problem?
- What are the objectives of the stakeholders who most care about the problem?

90-Day Action Plan – Priority #1

Transformation 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:

“There is no school-wide approach to using formative data to drive high quality Tier I instruction reteach.”

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?)*

ACTIONS

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

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Work Session - Big Rocks & Priorities

Principals will explain the rationale behind the Priorities which have been identified. Listen to and give feedback on your school's Priorities based upon the following Reflection Questions:

- 1. Do the school's Priorities align with the district's Big Rocks?***
- 2. Are the Priorities clearly articulated?***
- 3. Do the Priorities seem appropriate and do they provide focus to the school's specific needs?***
- 4. Is there a strategic focus on using data to inform instruction?***

Desired Outcome



Desired Outcome

- The desired outcome should specify what will be different when the problem of practice/priority is effectively addressed and define the adult behavior change in a measurable manner that promotes accountability.
- If the desired outcome is achieved, it should contribute to the acceleration toward student achievement goals, while not being a student achievement goal.

School Priority

“There is no school-wide approach to using formative data to drive high quality Tier I instruction reteach.”



If this priority/problem of practice is addressed, what will this mean for your school community?
What will success look like?



90-Day Action Plan – Priority #1

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Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>			
Adopt a school-wide approach for data analysis and action planning during collaborative time to design reteach lesson plans that result in instruction that is engaging, challenging and leads to student proficiency of standards.			
ACTIONS			
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Desired Outcomes - Work Session

Principals will explain the rationale behind the Desired Outcomes which have been identified. Listen to and give feedback on your school's Priorities based upon the following Reflection Questions:

- 1. Are the desired outcomes ambitious?*
- 2. Will the desired outcomes correct identified problems?*

Root Cause Analysis



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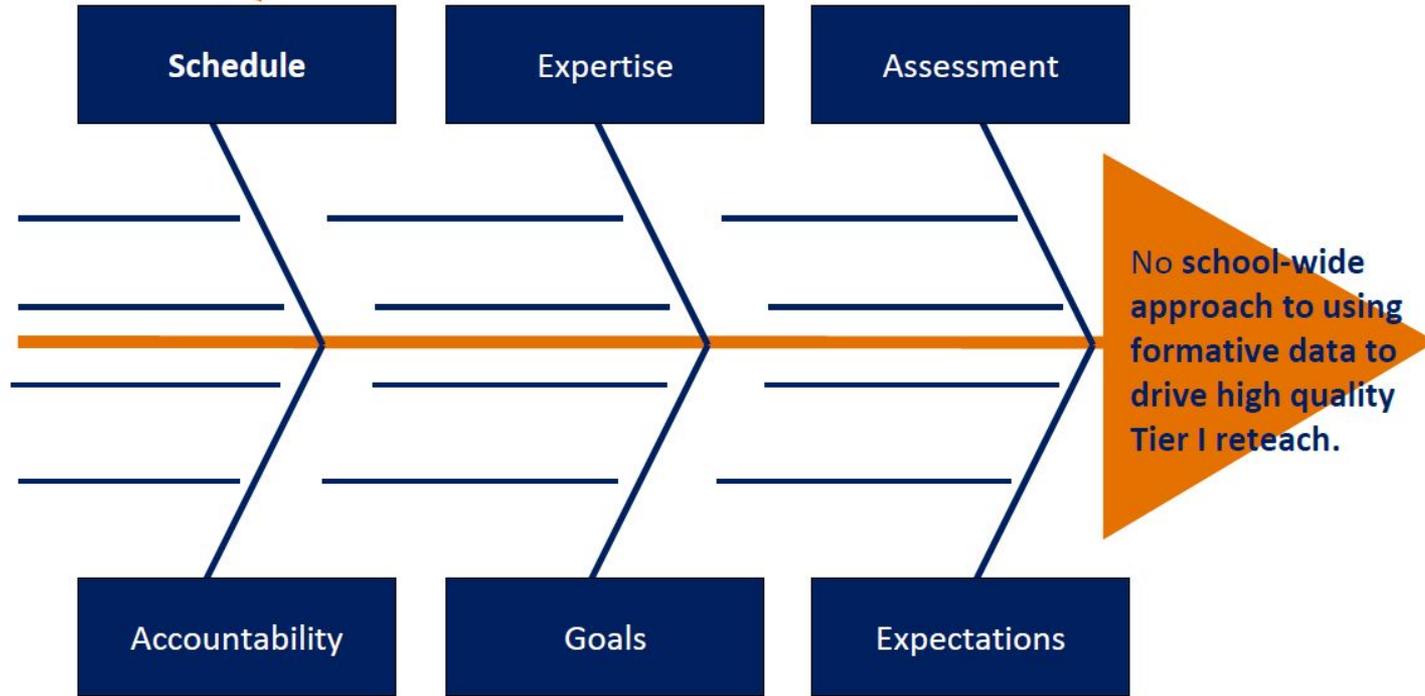


Root Cause Analysis

Root cause analysis should generate a hypothesis centered on adult behavior/practice and systemic challenges and allow for thinking to evolve as more information is obtained over time.

Possible causes

Fishbone Diagram



Possible causes

Fishbone Diagram



The 5 WHYs

Lack of clarity around purpose of assessment. Why?



Assessment strategy has not been communicated. Why?



Teachers leaders unclear about steps to take pre and post administration. Why?



Teachers lack capacity to respond to formative assessments with effective reteach strategies.

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Root Cause Analysis - Work Session

Principals will explain the Root Causes which have been identified by the school leadership team. Listen to and give feedback on your school's Priorities based upon the following Reflection Questions:

- 1. Does each priority have a clear root cause hypothesis on why the problem exists?*
- 2. Is the root cause within the control of school leadership?*
- 3. Has each root cause been identified through intentional analysis of the problems & accompanied by supporting data points?*

Action Steps

Improvement Strategies



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Critical Action Steps: Design, Implementation & Monitoring

Critical Actions may include:

- Materials to be developed (i.e. rubrics, frameworks)
- Communication actions
- Evaluative measures (i.e. observation cycles)
- Professional learning experiences (design and/or delivery)
- Implementation of protocols

Criteria for Effective Action Steps

- Observable/Measurable: Will produce evidence of completion
- Bite-sized: Can execute within a 2 week/30 day period of time.
- Highest Leverage: Will have a direct impact on the root cause and desired outcome of identified priority

Critical Action Steps

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Design and lead a session on Tier 1 reteach strategies.	Instructional Coach	Sep 17 & 18 Common Planning	ELA interim data analysis, identified standards, guiding text on reteach

PROGRESS INDICATORS

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

Core Idea

Each action step should address collective leadership behavior that will build toward addressing hypothesized root causes and desired outcomes. Action steps should be tied to specific timelines and be measurable.

Accountability – Progress Indicators



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How will your team know if critical actions taken are having impact?

ACTIONS

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PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
November 30	% of PLCs executing the protocol with fidelity.	Force rank teachers that may need additional support
	●X % percentage of lesson plans include whole group reteach instruction that is informed by data	Provide the additional 1:1 coaching provided to support teacher planning

Core Idea

- Progress monitoring indicators should align to desired outcomes.
- Progress monitoring indicators should be measurable and related to systemic change and/or adult behavior, not student achievement goals

Action Steps & Progress - Work Session

Principals will explain the Actions Steps & Progress Indicators which have been identified by the school leadership team. Listen to and give feedback on your school's Action Steps based upon the following Reflection Questions:

1. *Do the actions promote urgency toward addressing the Priorities?*
2. *Are the Actions specific enough to focus on Priorities?*
3. *Are the Actions OWNED by someone?; and*

THE BIG QUESTION FOR LSGTs:

Do the Progress Indicators tie back to the School Goals to allow the LSGT to monitor progress on a regular basis?

Change Management



Ambiguity is the Enemy of Change



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Final Thoughts

