

		<p>6th: NWEA 16%- move 40% of red students to increase orange/yellow to 48%</p> <p>7th: NWEA 25%- move 40% of red students to increase orange/yellow to 61%</p> <p>8th: NWEA 23%- move 40% of red students to increase orange/yellow to 63%</p>	
Math Proficiency	<p>Kinder: 58.4%, 35 students 1st: 57%, 36 students</p> <p>2nd: NWEA 10%, 5 students 3rd: NWEA 9%, 5 students 4th: NWEA 11%, 6 students 5th: NWEA 9%, 7 students 6th: NWEA 9%, 7 students 7th: NWEA 12%, 8 students 8th: NWEA 9%, 5 students</p>	<p>Kinder: 58.4%, 35 students - move 30% of red students to increase orange/yellow to 47% and move 30% of yellow students to increase green to 40%</p> <p>1st: 57%, 36 students - move 30% of yellow students to increase green to 29% move 30% of orange/red students to increase yellow to 53%</p> <p>2nd: NWEA 10%- move 30% of red students to increase orange/yellow to 59%</p> <p>3rd: NWEA 9%- move 30% of red students to increase orange/yellow to 26%</p> <p>4th: NWEA 11%- move 30% of red students to increase orange/yellow to 22%</p> <p>5th: NWEA 9%- move 30% of red students to increase orange/yellow to 47%</p> <p>6th: NWEA 9%- move 30% of red students to increase orange/yellow to 47%</p> <p>7th: NWEA 12%- move 30% of red students to increase orange/yellow to 60%</p> <p>8th: NWEA 9%- move 30% of red students to increase orange/yellow to 64%</p>	<p>Forefront, CFA's</p> <p>NWEA/CFA's/DCFA's</p>

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the initiative forward – and that the school’s leadership team participated in the development of the plan and supported 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

ELEVATE School Mentor 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.

ELEVATE School Mentor Signature

Date

90-Day Action Plan – Priority #1

Initiative Focus Area (Primary Need from CNA Final Summary)			
<p>Root Cause(s): <i>(Identified on current fishbone and included in CNA Final Summary)</i> There is not a high sense of urgency or understanding for grade level instruction that is full of rigorous and rich content.</p>			
<p>Desired Outcome: <i>(Desired outcome identified in CNA Final Summary)</i> Small groups and WIN time will provide differentiated instruction to improve students’ academic achievement levels.</p>			
<p>School’s Priority: <i>(Strategy from IAP to address identified root cause)</i> Action will be taken to establish small group and WIN time that ensures the support of rigorous content and instruction.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome (What specific actions need to be taken to complete a strategy identified within the completed IAP?)	Person Completing Action	Timeline	Resources Needed / Source
CORE Phonics Screener will be given every 3 weeks.	Homeroom teachers/Reading Coach	Ongoing	Time/support to complete, Assessment data from Acadience/Core Screeners to group students
Small group planning structure will be implemented - aligning student needs with instructional supports	Principal, Asst. Principal, Instructional Coach/Reading Coach - present to teachers	Early October 2021	Small group lesson planning template, resources to support instructional groups
WIN groups -train teachers on how to sort their students into appropriate groupings and identify the instructional needs for each specific group	Principal, Asst. Principal, Instructional Coach/Reading Coach - present/train to teachers	October/ November	Completed Progress monitoring data, support from Stephens in group sorting, work towards grade level automaticity of grouping
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome (What tangible/visible evidence will be collected that shows progress towards achieving the desired outcome)		Potential Adjustments
October 22, 2021	K-3: CORE Phonics screener - progress monitoring completed - use data to sort into new WIN groups (skills/concept focus) 4-8: NWEA data to sort students into WIN groups, content CFU’s to progress monitor and re-sort groups as needed.		
November 1, 2021	Teachers have completed and uploaded small group lesson plan templates for all small groups.		We will reassess the readiness for this task later in this plan and/or the next 90 day plan.
October 11, 2021	Small groups (Reading focused)		

	<p>K-5: Teachers have a written plan to pull and support all students in small group instruction throughout the week.</p> <p>6-8: Teachers collect data on student need for support and intervention and pull students during instructional block.</p>	
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90-Day Action Plan – Priority #2

Initiative Focus Area (Primary Need from CNA Final Summary)			
<p>Root Cause(s): <i>(Identified on current fishbone and included in CNA Final Summary)</i> There is not a high sense of urgency or understanding for grade level instruction that is full of rigours and rich content..</p>			
<p>Desired Outcome: <i>(Desired outcome identified in CNA Final Summary)</i> Bales’ PLCs will use a variety of data points to inform instruction through data driven conversations.</p>			
<p>School’s Priority: <i>(Strategy from IAP to address identified root cause)</i> Actions will be taken to implement PLCs across the campus that ensures a campus with common goals and values.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome (What <u>specific</u> actions need to be taken to complete a strategy identified within the completed IAP?)	Person Completing Action	Timeline	Resources Needed / Source
PLC’s agendas will be created and reviewed to ensure data is used to drive student groupings and conversations about instructional support.	Grade level leads	Ongoing	Training on expectations for small group planning and use of data
The leadership team will support PLC’s and provide professional development in data analysis and identified needs through instructional walkthroughs.	Principal, Asst. Principal, Instructional Coach/Reading Coach	Ongoing	Feedback from walkthroughs, Teacher Input on training needs
Academic coaches will assist grade levels in data driven conversations through the weekly CFA’s and the DCFA’s and Illuminate Interim Assessment.	Principal, Asst. Principal, Instructional Coach/Reading Coach	Ongoing	CFA tracker PLC
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome (What tangible/visible evidence will be collected that shows progress towards achieving the desired outcome)		Potential Adjustments
November 1st	Teachers will use the learner profile and CFA trackers to guide their PLC conversations.		
	PLC Agendas indicate instructional groups identified by specific data.		

90-Day Action Plan – Priority #3

Initiative Focus Area (Primary Need from CNA Final Summary)			
<p>Root Cause(s): <i>(Identified on current fishbone and included in CNA Final Summary)</i> There is not an identified system for gathering data, providing consistent two-way communication, or training on communication among staff and families at _____.</p>			
<p>Desired Outcome: <i>(Desired outcome identified in CNA Final Summary)</i> _____ will prioritize communication to families and all stakeholders.</p>			
<p>School's Priority: <i>(Strategy from IAP to address identified root cause)</i> _____ will adhere to systems created that implement frequent opportunities for parent input, two-way communication, and participation in student recognition and achievement.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome (What <u>specific</u> actions need to be taken to complete a strategy identified within the completed IAP?)	Person Completing Action	Timeline	Resources Needed / Source
All teachers will engage in agreed upon communication commitments to families and stakeholders.	Grade Level Teachers	Ongoing	Teachers holding each other accountable/spreadsheet and/or Synergy documentation
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome (What tangible/visible evidence will be collected that shows progress towards achieving the desired outcome)	Potential Adjustments	
October 2021	Documentation through Synergy or Spreadsheet. Parent teacher conference attendance. Parent support.		

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Quick Win Plan

Directions: In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the school improvement initiative. These wins will generate positive traction toward your school’s purpose by mobilizing 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.

Quick Win Plan: _____ will prioritize teacher retention and staff social-emotional well-being.

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

	Action	Person Responsible	Timeline
1	All staff will have an assigned “_____ Buddy” that will serve as a support, a friend, a tap-in/tap-out partner	Principal	September 2021
2	All staff receive monthly recognition based on student achievement data	Leadership Team	September 2021
3			

APPENDIX A
Guidance Document

Key Concepts

Goal Indicators: The metric(s) that will be used to assess and monitor progress toward achieving 2018-19 goals.

Priority (Problem to be addressed): The most critical areas (practices) that must be addressed this semester to reach the school's 2018-19 goals.

Desired Outcome (Correction of Problem): If problem is successfully addressed, what will be the result? 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

Principal and ELEVATE School Mentor: 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 the ELEVATE School Mentor and the ADE to provide feedback on each 90-day plan.

90-Day Plan Development & Reflection Tool

Overall Reflections/Feedback: <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>				
Targeted student/teacher interaction was identified as a primary cause of low achievement.				
School Improvement 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 school improvement initiative's success?				
Have measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?				
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? 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?				
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 Whys 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?				