**

**Project ELEVATE!**

**90-DAY ACTION PLAN**

**District:**

**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 turnaround initiative.*

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

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***GOAL SETTING****:* In order to fulfill Support and Innovation goal requirements, the school-level plan or in the case of single site LEA, the LEA plan, the following 7 SMART goals are required, plus graduation rate goal when applicable.

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|  | **Goals** | **2015-16 RESULTS** | **2016-17 GOALS** | **GOAL INDICATORS (METRIC TO INDICATE PROGRESS)** |
| Goal 1 | **Reading Achievement for all students**Reading achievement for all students will increase by \_\_\_% moving from \_\_\_% proficient or highly proficient on 2016AzMERIT to \_\_\_% proficient or highly proficient on 2017 AzMERIT. |  |  |  |
| Goal 2 | **Reading Achievement for State’s Bottom 25%**The percent of students in the State’s bottom 25% in reading will decrease by \_\_\_% from \_\_\_% on 2016 AzMERIT to \_\_\_% on 2017AzMERIT. |  |  |  |
| Goal 3 | **English Language Proficiency Goal**English Language Proficient reclassification will increase by \_\_\_% moving from \_\_\_% reclassification as proficient in 2016 to % reclassification as proficient in 2017, as measured by AZELLA. |  |  |  |
| Goal 4 | **Math Achievement for all students**Math achievement for all students will increase by \_\_\_%,moving from \_\_\_% proficient or highly proficient on 2016AzMERIT to % proficient or highly proficient on 2017 AzMERIT. |  |  |  |
| Goal 5 | **Math Achievement Goal for Bottom 25%**The percent of students in the State’s Bottom 25% in math will decrease by \_\_\_%, from\_\_\_% on 2016 AzMERIT to \_\_\_% on 2017 AzMERIT. |  |  |  |
| Goal 6 | **Goal addressing STEM** (*This is an additional required goal for all schools in school improvement*.)By spring 2017, all students will have successfully completed four modules of STEM courses offered as elective courses each quarter as evidenced by a passing grade of 80% or better on the EOC assessment in each module. |  |  |  |
| Goal 7 | **Attendance**Increase attendance by % moving from \_\_\_% in SY15-16 to \_\_\_% in SY16-17 |  |  |  |
| Goal 8HS Only | **Graduation Rate**Increase graduation rate to \_\_\_% from \_\_\_% in 2016 to % in 2017 as calculated by ADE. |  |  |  |

**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 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.

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Principal Signature Date

**ELEVATE! Coach :**  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.

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ELEVATE! Coach Date

**90-Day Action Plan – Priority #1**

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| **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:** |
| **Desired Outcome:** *(What will be different if you are successful in addressing this priority?)* |
| **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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|  **PROGRESS INDICATORS** |
| **Indicator Date** | **Evidence to Determine Progress Toward Achieving Desired Outcome** | **Potential Adjustments** |
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**90-Day Action Plan – Priority #2**

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|  **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:** |
| **Desired Outcome:** *(What will be different if you are successful in addressing this priority?)* |
| **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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|  **PROGRESS INDICATORS** |
| **Indicator Date** | **Evidence to Determine Progress Toward Achieving Desired Outcome** | **Potential Adjustments** |
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**90-Day Action Plan – Priority #3**

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| **Initiative Focus Area (Big Rock) -** (If applicable): |
| **School’s Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* | **School Leader Responsible:** |
| **Desired Outcome:** *(What will be different if you are successful in addressing this priority?)* |
| **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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|  **PROGRESS INDICATORS** |
| **Indicator Date** | **Evidence to Determine Progress Toward Achieving Desired Outcome** | **Potential Adjustments** |
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**90-Day Action Plan – Priority #4**

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| **Initiative Focus Area (Big Rock) -** (If applicable): |
| **School’s Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* | **School Leader Responsible:** |
| **Desired Outcome:** *(What will be different if you are successful in addressing this priority?)* |
| **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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|  **PROGRESS INDICATORS** |
| **Indicator Date** | **Evidence to Determine Progress Toward Achieving Desired Outcome** | **Potential Adjustments** |
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**APPENDIX A**

**Guidance Document**

Informed by data, SRA’s, Project ELEVATE! Framework, etc.

Informed by data, SRA’s & Project ELEVATE! Framework

District Common Expectations

School 90 Day Plan Priorities

**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 ELEVATE! Coach: 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 ELEVATE! Coach and ADE to provide feedback on each 90-day plan.

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| **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.)* |
|  **Initiative Purpose & School Goals** | **Clearly Evident**  | **Solid Progress** | **Limited Progress** | **Not Evident** |
| Is the school’s initiative purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the 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 clear root cause hypothesis on why the problem exists? Has school leadership attempted to identify addressable 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?  |  |  |  |  |