Allenbrook Elementary
90 Day Action Plan
Fall 2014

VISION FOR THE TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve during the coming years.

Allenbrook will be the first LIFT school to achieve the distinction of 90/90/90. We will accomplish this ambitious goal by living our mission "Learning for All...Whatever It Takes" by grounding our work in our "Buzzwords" – IGNITE, INNOVATE, ITERATE. We will IGNITE a love of learning and build community through consistent, positive and energetic interactions. We will INNOVATE by using data to drive personalized instruction and valuing creativity in our students and staff. We will ITERATE by focusing on continuous improvement for children through mastery learning and adults through action oriented observation and feedback.

School Wide Targets End of Grade Test Data					
Math Baseline 2013-14	**Math Proficiency Goal 2014-15**	**ELA Baseline Proficiency 2013-14**	**ELA Proficiency Goal 2014-15**	**Science Baseline Proficiency 2013-14**	**Science Proficiency Goal 2014-2015**
59.19%/51.57%	70%	36.65%/24.89%	45%	45.68%/29.63%	65%

Grade Level Targets								
Pre-Kindergarten	Literacy Proficiency *2013-2014* ---		Literacy Proficiency *2014-2015* 90%		Math Proficiency *2013-2014* ---		Math Proficiency *2014-2015* 90%	
Kindergarten	Literacy Proficiency (TRC) *2013-2014* 66%		Literacy Proficiency (TRC) *2014-2015* 80%		Math Proficiency (DE #4) *2013-2014* 67.3%		Math Proficiency (DE #4) *2014-2015* 85%	
First Grade	Literacy Proficiency (TRC) *2013-2014* 49%		Literacy Proficiency (TRC)		Math Proficiency (DE #4) *2013-2014* 66.5%		Math Proficiency (DE #4)	

	Literacy (2013-2014)	Literacy (2014-2015)	Literacy (2014-2015)	Math	Math (2013-2014)	Science	Math (2014-2015)	Science
			2014-2015 76%				*2014-2015* 80%	
Second Grade	Literacy Proficiency (TRC) *2013-2014* 43%		Literacy Proficiency (TRC) *2014-2015* 65%		Math Proficiency (DE #4) *2013-2014* 48.8%		Math Proficiency (DE #4) *2014-2015* 76%	
Third Grade	Literacy Proficiency (EOG) *2013-2014* 34.25%		Literacy Proficiency (EOG) *2014-2015* 45%		Math Proficiency (EOG) *2013-2014* 59.46%		Math Proficiency (EOG) *2014-2015* 70%	
Fourth Grade	Literacy Proficiency (EOG) *2013-2014* 25%		Literacy Proficiency (EOG) *2014-2015* 45%		Math Proficiency (EOG) *2013-2014* 57.35%		Math Proficiency (EOG) *2014-2015* 70%	
Fifth Grade	Literacy Proficiency (EOG) *2013-2014* 15%	Literacy Proficiency (EOG) *2014-2015* 45%		Math Proficiency (EOG) *2013-2014* 39.51%	Math Proficiency (EOG) *2014-2015* 70%	Science Proficiency (EOG) *2013-2014* 29.63%		Science Proficiency (EOG) *2013-2014* 65%
Connect	Content Proficiency *2013-2014* ---		Content Proficiency *2014-2015* 85%		% Total School Referrals *2013-2014* 14%		% Total School Referrals *2013-2014* 4%	

CORE PLAN: To move toward the above goals, these are the top priorities that will be addressed during the next 90 days.

Year End Performance Goal	Root Causes of Performance Challenge	Actions to Address Root Cause(s)	Timeline for Actions & Responsible Person	Title 1 Funding Needed	Evidence of Progress Toward Year-End Goal
Achieve 90% or greater on the DDI Rubric Achieve 45% proficient or above in literacy (from 24.89%) Achieve 70% proficient or above in math (from 51.57%) Achieve 60% proficient or above in science (from 29.63%) 75% of students achieve 75% or greater on each interim assessment Achieve 9.0 Index on Student Growth Measures of InSight Survey (up from 8.0) 90% of teachers respond favorably to the questions below: ● Teachers at my school track the	Challenge: Student achievement remains below 60% Root Cause: -Inconsistent implementation of data-driven instruction and response to student needs -Action plans do not triangulate student needs, level of rigor and curriculum guides to provide personalized, rigorous and aligned instruction	Develop interim assessment calendar for the 2014-2015 school year including: ● Assessment dates ● Assessment preview window (using last year's assessments as proxy) ● Assessment prediction window ● Dates and times for data conferences ● Re-teach windows ● School wide results meetings Develop Mini-Interim Assessments ● Gather samples ● MCLs serve as assessment writers ● Draft assessments by aligning to curriculum guides and Discovery Education interims Train Leadership Team ● Rigor and alignment PD ● Leading staff DDI PD ● Leading data team meetings ● Observe and provide feedback on analysis meetings Staff Training ● Focus on rigor and alignment ● Role play of analysis meeting	Bonasera July MCLs August Bonasera August-September Bonasera/Copeland August-October	*Utilize funds for principal travel to Relay-NPAF for ongoing support in implementation*	Interim assessment results should be on track to end of year measure 85% of staff respond strongly agree/agree to Student Growth Measures questions

performance of their students towards measurable academic goals. (96%) ● Before the start of the year, I reviewed the assessments my students are expected to take with other teachers or with school leaders. (63%) ● After each interim assessment, I collaborate with others at my school to make action plans based on student performance. (85%) ● Teachers of the same content area at my school share a set of rigorous interim assessments that ensure students are ready for college. (78%) ● My school has dedicated time for teachers to analyze		● Action planning process/rubric ● Calendar staff training on PD calendar to coincide with interim dates (refresher training midway through the year) Report Student Progress ● Update progress report template with goal setting area, include interim assessment results ● Develop Buzz's Wall of Fame to highlight significant growth and achievement ● Schedule quarterly Hive Huddle to shout out students and their progress Design Instruction to Meet Student Needs ● Summer DDI and curriculum planning PD ● Blended Learning PD ● Purchase technology to provide tools for personalized learning ● Implement LLI for struggling readers ● Implement AMC math for struggling mathematicians ● Equip science lab with materials to provide real-world learning experiences LIFT Staff Support Needed ● Discuss interim and DE assessment results with admin team to determine appropriate school wide action steps ● Provide training in rigorous instructional practices – particularly for fifth grade literacy and math teachers	MCLs Ongoing Leadership Team August-January	$10,000 $4500 $8000 $5000	

interim assessments and to re-teach based on student performance. (85%)		• Provide resources and strategies for vocabulary development for fifth grade science • Purchase LLI kits for K, 1, and 4th grade • Communicate a clear vision for LLI implementation in the school and conduct walk throughs to ensure appropriate implementation • Engage cross-zone collaboration for assessment creation to ensure appropriate levels of rigor (especially K-2)			
100% of teachers are observed three times per month 100% of teachers receive face to face feedback three times per month 100% of teachers have two core goals (student culture and instruction) with a clear deadline for mastery 90% of actions steps for all teachers are clear and actionable Achieve 7.5 Index on Observation and Feedback of InSight Survey (up from 6.9)	Challenge: Student achievement remains below 60% Teachers report that observation does not help improve student outcomes in the classroom Root Cause: Misalignment of leadership team in following through on observation and feedback cycle as well as identifying the	Weekly Schedules • Build weekly schedule with set co-observation and feedback for each leader • Leaders build schedules with set observation and feedback meeting times • Build time for reviewing observation/feedback tracker • Share outlook calendars to monitor weekly schedules • Create a schedule for calibration among the leadership team • Build time for reviewing student data and how it corresponds to teacher effectiveness/implementation of action steps Observation Trackers • Create observation tracker that aligns to 6 steps of feedback and includes a column for link to NCEES • Include professional goals in tracker	Leadership Team August Torie Leslie August Bonasera July	*Utilize funds for principal travel to Relay-NPAF for ongoing support in implementation*	Interim assessment results should be on track to end of year measure Observation trackers average 3 meetings per teacher per month 85% of staff respond strongly agree/agree to Observation & Feedback questions

90% of teachers respond favorably to the questions below: ● I get enough feedback on my instructional practice. (65%) ● The feedback I get from being observed helps me improve student outcomes. (63%) ● I regularly discuss instructional plans and get feedback from the person who evaluates me. (56%) ● Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice. (69%) ● When I get feedback after an observation, I receive support to implement those changes. (54%) ● My observer consistently follows up to see	appropriate action step for teacher development based on teacher and student needs Teachers do not own their own professional development	● Set up tracker so all teachers are included ● Create electronic binder for teachers to manage their notes and professional development goals Action Steps ● Train instructional leadership team in selecting the highest lever action step ● Provide Rookie Teacher Action tool ● Co-observe during the first quarter of school and debrief to ensure leadership team is aligned ● Review observation trackers every other week to ensure action steps are bite sized and highest leverage Follow-Up ● Train ILT on difficult conversations ● ILT leads teams in giving/receiving feedback ● Set clear deadlines for mastery in the observation tracker ● Complete the evidence of change column in tracker to note changes ● Schedule PD aligned to common action steps ● Conduct teacher feedback survey quarterly to get feedback on observation/feedback cycle (includes targeted questions from insight survey) Professional Development Plans ● Identify goal areas for teachers (culture and achievement)	Bonasera August-January M. Roper – August 20 MCLs – ongoing Bonasera – September 26 Bonasera - October		

how successfully I am implementing feedback from our last observation. (52%)		● MCLs meet with teachers to discuss draft goals and agree on appropriate priorities for the upcoming school year ● MCLs and Teachers track PD goals in observation/feedback trackers ● Administrators sign off on final PD goals and plan aligned professional development Teacher Actions ● Respond to coaching feedback by implementing bite-sized action steps ● Complete teacher electronic binder notes ● Provide feedback on implementation of coaching and feedback cycle at the end of each quarter LIFT Staff Support Needed ● Create an observation and feedback rubric/look-fors ● Identify the best school for Allenbrook to partner with in giving/receiving feedback on implementation ● Support the MCLs in identifying action steps for more experienced teachers			
Score proficient or above on 90% of the Project LIFT school culture rubric on two annual school walkthroughs Decrease OSS by 50% (from 46 to 23 days)	Challenge: Teachers report that there are not consistent expectations across the school Root Cause:	Culture Rubric ● Adapt Project LIFT culture rubric to fit Allenbrook ● Present culture rubric to staff ● Calendar three culture walk throughs with leadership team (September, January, May) o Two hour walk through (10-12 minutes in each class)	Bonasera July-August	*Utilize funds for principal travel to Relay-NPAF for ongoing support in implementation*	Interim assessment results should be on track to end of year measure Midyear culture walks should trend toward proficient on

Decrease the number of discipline referrals by 30% (from 144 to 100) Achieve 7.5 Index on Learning Environment of InSight Survey (up from 6.4) 80% of teachers respond favorably to the questions below: ● My school is a good place to teach and learn. (74%) ● School leaders promote a safe and productive learning environment in my school. (70%) ● Across my school, there are consistent expectations and consequences for student behavior. (26%) ● School leaders consistently support me in addressing student misbehavior when I have exhausted classroom consequences. (56%)	Inconsistent school-wide expectations and communication Lack of a clear plan for developing student character	○ 20 minute reflection ○ 30 minute group share ○ 10 minute questions/action planning ● Calendar follow-up on Culture Walk Through ○ Prioritize feedback and action steps ○ Create PD to address areas of growth ○ CELEBRATE! Minute by Minute Plans ● Create plans for morning arrival, lunch, dismissal and Hive Huddle ● Train staff on minute by minute plans including model and practice ● Observe transitions during week 1 and adjust as necessary Buzzwords ● Roll out Buzzwords (ignite, innovate, iterate) to staff ● Plan lessons in rolling out Buzzwords to students ● Reinforce Buzzwords during morning news, afternoon announcements, shout outs, and Hive Huddles Code of Conduct ● Revise code of conduct to relate to Kindness ● Revise discipline policy including consequences and rewards ● Share code of conduct with staff	Bonasera Sept, Jan, May Bonasera/Potts/Bates July Bonasera/Copeland August-January Medley/Curran July-August		90% of the rubric OSS down 50% from period previous year Discipline referrals down 30% from period previous year 85% of staff respond strongly agree/agree to Learning Environment questions

● Teachers and leaders at my school immediately address student misbehavior in shared spaces like hallways and the lunch room. (26%)		● Norm around discipline practices and strategies 　○ No Nonsense Nurturing Training 　○ Consequence hierarchy 　○ 100%, What to Do, Positive Framing, Strong Voice	Oliphant/Copeland August-January		
		Gather Discipline Data ● Update behavior tracker ● AP reviews data weekly and brings to admin meeting ● Develop plans to respond (whole group, small group, individual)	Medley/Curran August-January		
		Student Intervention Plans ● Update Student Services Referral Form ● Update Student Services Tracking Tools ● Schedule bi-monthly SST meetings ● Implement individual plans for those that need them ● Follow up with families	Copeland August Bonasera October & January	$500	
		Rewards ● Develop criteria for awards ● Determine frequency of awards ● Include rewards in Hive Huddle	Leadership Team August-January	$10000	
		Get Feedback ● Complete quarterly survey for staff feedback			
		No Nonsense Nurturing ● Provide staff development on framework ● Implement framework ● Train MCLs as real-time coaches			

		● Ongoing real-time coaching LIFT Staff Support Needed ● Conduct walk throughs looking for implementation of minute-by-minute plans and provide feedback to Allenbrook admin team ● Attend Hive Huddles to collaborate with the school team in celebrating the achievement of students ● Provide support/training for BMT in executing his role in this new cultural environment			