

# 90-DAY ACTION PLAN

**District:** Charlotte-Mecklenburg Schools

**School:** Westerly Hills Academy

**Principal:** Malacy T. Williams



Partnership for  
Leaders in Education

Darden School of Business  
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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.

Westerly Hills Academy is an effective learning community where students and teachers thrive socially and academically by design. We create critical thinkers who perform at higher levels than any other elementary school students.

**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   | 2014-15 CCR RESULTS | 2015-16 GOALS | GOAL INDICATORS (METRIC TO INDICATE PROGRESS)   |
|---|---|---------------------|---------------|---|
| 1 | Improve school-wide reading proficiency from 27.16 % (2014-15)<br>Reading           | 27.16               | 29.8          | EOG's, Quarterly Common Interim Assessments, Achieve 3000, TRC, MAP Assessments (Fall, Winter, Spring)<br>Interim assessment results improve by 10% each qtr. |
| 2 | Improve school-wide Math proficiency from 19.44 % (2014-15)                         | 19.44               | 21.3          | EOG's Quarterly Common Interim Assessments (Levels 4, 5), MAP Assessments (Fall, Winter, Spring)<br>Interim assessment results improve by 10% each qtr.       |
| 3 | Improve school-wide EOC for Math 1 proficiency from 33.3 % (2014-15)                | 33.3                | 36.6          | EOG's Quarterly Common Interim Assessments (Levels 4, 5),<br>Interim assessment results improve by 10% each qtr.  |
| 4 | Improve school-wide 5 <sup>th</sup> Grade Science proficiency from 40.6 % (2014-15) | 40.6                | 44.6          | EOG's, Quarterly Common Interim Assessment, (Levels 4, 5)<br>Interim assessment results improve by 10% each qtr.  |
| 5 | Improve school-wide 8 <sup>th</sup>   | 43.3                | 47.6          | EOG's Quarterly Common Interim Assessment (Levels 3, 4, 5)  |

|   |  |      |      |   |
|---|--|------|------|---|
|   | Grade Science proficiency from 43.3 %(2014-15)                 |      |      | Interim assessment results improve by 10% each qtr.   |
| 6 | Increase the rate of College Readiness from 16.8 % (2014-2015) | 16.8 | 18.4 | EOG’s Quarterly Common Interim Assessments (Levels 4, 5)<br>Interim assessment results improve by 10% each qtr. |
| 7 | Increase the Daily attendance rate 95 % (2014-2015)            | 95   | 104  | Daily Attendance Records, Parent Conference reports   |

**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 supports 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

**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.

\_\_\_\_\_  
Learning Community Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Shepherd Signature

\_\_\_\_\_  
Date

## 90-Day Action Plan – Priority #1

| Turnaround Initiative Focus Area (Big Rock): Instructional Culture  |                          |                 |  |
|---|--------------------------|-----------------|--|
| <b>School’s Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i><br><br>Westerly Hills Academy is at the novice stage of creating a data-driven culture.   |                          |                 | <b>School Leader Responsible:</b><br>Dr. Phillip Johnson, AP |
| <b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i><br>Westerly Hills Academy will effectively use data to create a data-driven instructional culture that includes school leaders, teachers and staff.  |                          |                 |  |
| <b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem?  What evidence do you have to support this hypothesis?)</i><br><br>There is limited training on an effective data-driven instructional culture at Westerly Hills Academy. Teachers do not have a clear understanding of how to use data to drive the instruction. Teachers are uncomfortable using the data to form activities and assessments to meet the students’ needs and to determine levels of mastery.<br><br>Evidence: According to the 2014-2015 Insight survey, “79% of teachers felt that if they could review the assessments students are expected to take at the beginning of the year, then student achievement would be positively impacted.” |                          |                 |  |
| ACTIONS   |                          |                 |  |
| Critical Action to Address Root Cause & Achieve Desired Outcome   | Person Completing Action | Timeline        | Resources Needed / Source                                    |
| During the “Welcome back Staff” school meeting, teachers are introduced to the new 45-minute intervention block and time. During the initial meeting, teachers are  | Williams                 | August 17, 2015 | Enrichment Block Materials                                   |

|   |                                |             |             |                               |
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| provided with an overview of the significance of why we need an Intervention/Enrichment Block to focus on direct instruction for corrective teaching and standards mastery. |                                |             |             |                               |
| Westerly Hills Academy will establish in the master schedule a focus for each day of planning for the analysis of data to deliver corrective instruction.                   |                                | ILT members | July-August | Bell Schedule/Master Calendar |
| Elementary  | Middle                         |             |             |                               |
| Monday:<br>Grade Level  | Monday:<br>Grade Level         |             |             |                               |
| Tuesday:<br>DDI (2nd and 4th Tuesday)   | Tuesday/Wednesday:<br>Content  |             |             |                               |
| Wednesday/Thursday:<br>Content  | Thursday:<br>DDI (2nd and 4th) |             |             |                               |

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| Thurs<br>day)   |     |   |  |
| <p>During instructional planning:</p> <ul style="list-style-type: none"> <li>Teachers will have assessments in hand to plan; teachers are focusing on Understanding by Design, Backwards planning.</li> <li>Teachers will unpack standards to ensure that concept/skill, instruction and assessments are aligned.</li> <li>Teachers will bring tasks that are aligned to the standards.</li> <li>Teacher will have a skeletal plan for lessons along with instructional tasks.</li> </ul> |     |   |  |
| <p>Strategically develop the structure of the 45 minute Enrichment Block</p> <ul style="list-style-type: none"> <li>Create instructional plan based on interim assessments</li> <li>Identify instructional support and resources needed to implement the plan</li> <li>Teach and modify lessons according to need</li> </ul>  | AP  | September 1-<br>December 18                 | EOG Scores/MAP/TRC   |
| <p>Professional Development Training</p> <ol style="list-style-type: none"> <li>Training teachers on how to analyze student baseline data</li> <li>Train teachers on Masteryconnect</li> <li>Analyze Pre-Test data utilizing MasteryConnect</li> <li>Plan for data-informed teaching and Tiered academic support for the intervention block</li> </ol>  | ILT | August 24,<br>2015-<br>December 18,<br>2015 | DDI Protocols, Pre-test, EOG's<br>Scores and Map EOY scores, TRC |

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| Establish a protocol for progress monitoring of the Enrichment/Remediation block to ensure fidelity. <ol style="list-style-type: none"> <li>1. Coaching Walkthroughs</li> <li>2. Learning Walks</li> <li>3. Mini-Assessments on Standards not mastered</li> </ol> | PDF, Dean, Assistant Principal  | August-December  | Data Analysis Protocols |
| <b>PROGRESS INDICATORS</b>  |   |  |                         |
| <b>Indicator Date</b>   | <b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>  | <b>Potential Adjustments</b>   |                         |
| September - December  | Students achieving 75%-80% on formative and interim assessments.  | Coaching teachers how to effectively develop their groups to develop lesson plans or instructional strategies based on data for re-teaching. |                         |
| September-December  | 70% of the classroom will show evidence of DDI Protocols used, as evidence through walkthroughs and observations of planning and classroom regarding the implementation of DDI.               | Model and coach for teachers who are not complying with the expectations with the DDI.   |                         |
| August-October  | Data-driven student groupings for intervention block will be implemented by teachers. MasteryConnect will be used to reassess standards not mastered by the end of 4-week intervention cycles | Regrouping students based on assessments and level of mastery adjust every 4-6 weeks   |                         |

## 90-Day Action Plan – Priority #2

| Turnaround Initiative Focus Area (Big Rock): Instructional Culture-Establish a College Going Culture   |                          |          |   |
|--|--------------------------|----------|---|
| <p><b>School’s Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Westerly Hills Academy has not displayed a consistent record of academic proficiency that prepares students for college and career success. There is a limited understanding by teachers to prepare students for college and career.</p> <p>Westerly Hills Academy does not currently have rigorous academic opportunities to ensure the school has an environment that effectively prepares students for college and career ready success.</p>  |                          |          | <p><b>School Leader Responsible:</b></p> <p>Principal</p> |
| <p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Our students will be prepared for college and career through the implementation of instructional strategies based on the AVID model (i.e. WICR). Teachers will be able to intentionally plan and deliver rigorous instruction that targets individual student needs.</p>  |                          |          |   |
| <p><b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i></p> <ul style="list-style-type: none"><li>1. Limited Teacher understanding of data and using it to determine student needs for standards mastery</li><li>2. Limited Implementation of high impact instructional strategies</li><li>3. Limited training for teachers on the AVID methodology</li><li>4. Lack of structure of the AVID program</li><li>5. Inconsistency for implementation of a school-wide vision for the AVID program</li></ul> |                          |          |   |
| ACTIONS  |                          |          |   |
| Critical Action to Address Root Cause & Achieve Desired Outcome  | Person Completing Action | Timeline | Resources Needed / Source                                 |
| Develop school wide committee for AVID. Committee will determine school wide   | AVID-Teacher             | August-  | AVID Instructional Method                                 |

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| goals and professional development.  |  | December  |   |
| Educate, develop, and support a structure for AVID methodology, while implementing the strategies through AVID elective classes and core classes for Grades 5-8  | AVID Teacher   | August 24, 2015-<br>December 18, 2015           | AVID Methodology Strategies   |
| Provide Professional Development for teachers on the effective implementation of instructional strategies that can be used to increase student college and/or career readiness (i.e. AVID-WICR Strategies) <ul style="list-style-type: none"> <li>• Model strategies during content and data planning</li> <li>•</li> <li>•</li> </ul> | Kim Smoak  | August 24, 2015-<br>December 18, 2015           | Professional Development on Effective Instruction and AVID Strategies |
| <b>PROGRESS INDICATORS</b>   |  |   |   |
| <b>Indicator Date</b>  | <b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>   | <b>Potential Adjustments</b>                    |   |
| September 1<br>December 18   | 70% of students will utilize the AVID notebook as a method for organization; this will be evident through walkthroughs and notebook checks for grades 5-8. Teachers will be held accountable by observations and walk-through feedback on how their students are utilizing the AVID notebook concept and agendas to help students with organizations for Grades 5-8. | Training teachers notebook checks with fidelity |   |

### 90-Day Action Plan – Priority #3

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| <b>Turnaround Initiative Focus Area (Big Rock) - (If applicable):</b>   |                                   |
| <b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> | <b>School Leader Responsible:</b> |
| <b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>                |                                   |



**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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|---|-----------------------------------|
| <b>Turnaround Initiative Focus Area (Big Rock) - (If applicable):</b>   |                                   |
| <b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> | <b>School Leader Responsible:</b> |

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|   |  |                              |                                  |
| <b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>  |  |                              |                                  |
| <b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> |  |                              |                                  |
| <b>ACTIONS</b>  |  |                              |                                  |
| <b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>  | <b>Person Completing Action</b>  | <b>Timeline</b>              | <b>Resources Needed / Source</b> |
|   |  |                              |                                  |
|   |  |                              |                                  |
| <b>PROGRESS INDICATORS</b>  |  |                              |                                  |
| <b>Indicator Date</b>   | <b>Evidence to Determine Progress Toward Achieving Desired Outcome</b> | <b>Potential Adjustments</b> |                                  |
|   |  |                              |                                  |
|   |  |                              |                                  |
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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.



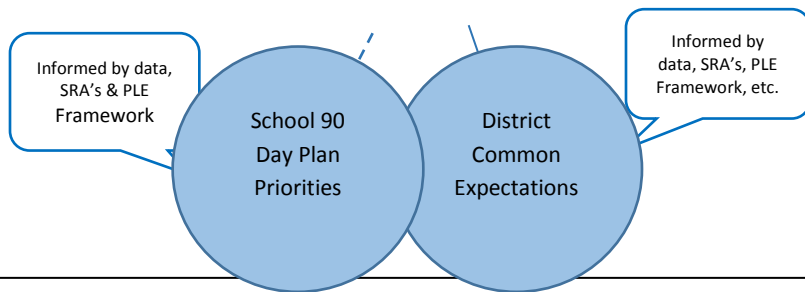
Westerly Hills Academy will prepare students for success by ensuring safety and supervision of all students by all staff members. Students will come to school prepared for learning. Teachers will have data-driven instruction to devise lesson plans and activities to meet the needs of students.

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

|   | Action  | Person Responsible   | Timeline                              |
|---|---|--|---------------------------------------|
| 1 | Due to lack of monitoring and supervision, all students will transition throughout the building, walking in a uniform way, according to the grade minute-by-minute plan. From the start of the school day, staff will greet students respectfully, be on duty, and monitor all students to ensure order and safety. Students are greeting staff in a respectful manner. | Mr. Turner-BMT<br>Ms. Staton-Johnson-Dean<br>Grade Level Chairperson | August 24, 2015-<br>December 18, 2015 |
| 2 | Teachers will be prepared for academic success for all students ensuring lessons are aligned to students’ personal needs by differentiating using AVID instructional strategies in grades 5-8 by implementing organizational strategies.  | All Staff  | August 24, 2015-<br>December 18, 2015 |
| 3 |   |  |                                       |
| 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

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.

## 90-Day Plan Development & Reflection Tool

**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.)*

| 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 locus 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?  |                 |                |                  |             |

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| Are action items strategically owned by specific school personnel?   |  |  |  |  |
| <b>Progress Toward Addressing Priority</b>   |  |  |  |  |
| Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority? |  |  |  |  |