



**Partnership for
Leaders in Education**
Darden School of Business
Curry School of Education

90-DAY ACTION PLAN

District: San Antonio ISD
School: Highlands High School
Principal: Luz M. Martinez, Ph.D.

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.

Ensure that Highlands High School meets or exceeds accountability standards. Improve climate and culture while restoring Highland's legacy of school pride and academic excellence. Strategically design and implement collaborative practices resulting in aligned, rigorous, and engaging teaching and learning practices. Develop a culture of data-driven instructional and leadership practices.

Mission: Highlands High School will become the flagship comprehensive/magnet high school in SAISD by preparing students for college and career within a culture of high academic standards and school pride.

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	2015-16 RESULTS	2016-17 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	45	50	≥ 5% points
2	Math Proficiency	54	59	≥ 5% points
3	Attendance	91.01	94	94% (District Goal for High Schools)
4	Graduation Rate	78.8 (2015)	83.2 (2016)	90% (District Goal)
5	Participation Rate	85	95	95% (State Goal)

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 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.

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.

District Shepherd Signature

Date

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Professional Learning Communities: Data Driven Instruction/Data Analysis

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> No school-wide approach to well-planned, TEKS-aligned, data-driven, rigorous, and engaging instruction.</p>	<p>School Leader Responsible: Campus Leadership Team (CLT) Principal – Dr. Martinez; Assistant Principals (6); Small Learning Community & Magnet Coordinators (5); Implementation Specialists (1); Department Chairs (7); UVA Team; SAISD District Leadership Team.</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Students will improve academic achievement in tested areas at least 5 percentage points by the end of school year 2016-2017.</p>	
<p>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> No systemic approach or expectation for collaborative instructional planning and data disaggregation.</p> <p>Anecdotal and Lack of Data prove that most teachers were not planning together, assessments were not aligned, data was not systematically evaluated and/or used to adjust instruction or to provide students' interventions. Most core area teachers were not working collaboratively. Meetings were scheduled, but not held or were held, but were not structured or did not use protocols focusing on planning, data, or student mastery. There was no sense of collective pride, success or accountability.</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
All core areas will have a Professional Learning Community (PLC) period in addition to their conference.	Principal	May 2016	Master Schedule development; Student enrollment database
PLCs will meet at least twice a week for at least 90 minutes each and will use protocols for lesson planning and data disaggregation.	Principal, Assigned Assistant Principal, Department Chairs, Teachers	Aug 2016 to May 2017	Schedule PLC time during the school day, PLC Protocols, Data Disaggregation Protocol, Data Room, Eduphoria, District-Data Warehouse Support
Teachers will collaborate to develop and execute cognitive and physically engaging instruction using best practices, such as Gradual Release of Responsibility (GRR) model and Multiple Response Strategies (MRS).	Principal, Assigned Assistant Principal, Department Chairs, Teachers	Aug 2016 to May 2017	Professional development on GRR and MRS (internal and external sources & staff)
Conduct ongoing data analysis of rigorous instruction based on backwards design, common unit assessments, and ongoing formative assessments.	Principal, Assigned Assistant Principal, Department Chairs, Teachers	Aug 2016 to May 2017	TEKS, District-developed assessments, test data banks

Develop and implement curriculum mapping and assessments calendar at the beginning of each nine weeks period while reviewing and adjusting as needed.	Principal, Assigned Assistant Principal, Department Chairs, Teachers	Aug-Sept 2016 Dec-Jan 2016	District and campus assessment calendars, TEKS database, data bases—Eduphoria, various data points (grades, failure rates, attendance, discipline, exit tickets, project-based learning.
Discuss and implement district grading policy – <i>record 1 or 2 grades per week with no less than 15 grades per 9-weeks grading period</i> –, develop expectations of grading for mastery of taught curriculum, monitor grades and student progress	Principal and Assistant Principals, SLCs, Teachers	Aug 2016 to May 2017	District Grading Policy; Gradebooks, Data Room

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug 2016 to May 2018	PLCs will be conducted every week and will follow established protocols. PLCs minutes and agendas will be anchored in strategic goals. PLCs attendance will be at 95% every week. Data room will showcase ongoing data analysis.	Review of PLCs protocols and data analysis. Professional development regarding planning, data disaggregation and instructional strategies. Provide feedback and monitoring of attendance, agenda items, and minutes.
Dec 2016 March & May 2017	EOC/STARR Administration for Re-testers; Benchmarks, District Assessments, Gradebooks	Targeted interventions (Tier 1/2/3 as needed); Administer benchmark assessments; Make Instructional Adjustments; Professional Development; Feedback and Coaching through Instructional Rounds or Informal ongoing observations
Aug 2016 to May 2018	Informal and Formal Observation Data will show continuous implementation and incremental improvement of targeted areas (GRR, MRS, Lesson Planning, Instruction, Assessments)	Ongoing and increased conference and feedback, Tier Interventions for teacher support
Aug 2016 to May 2017	Lesson Plans, Classroom Observation Data, Formative/Summative Assessment Data	Ongoing Review of Lesson Plans, Feedback & Coaching, Data Disaggregation and Analysis, Review and Analysis of Assessments.

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Culture of High Expectations: Attendance	
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> No effective system in place to address and promote student attendance.	School Leader Responsible: School Leader Responsible: Campus Leadership Team (CLT)

Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Student attendance will increase to 95% by the end of school year 2016-2017.		Principal – Dr. Martinez; Assistant Principals (6); Small Learning Community & Magnet Coordinators (5); Implementation Specialists (1); Department Chairs (7)	
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> Instructional practices, expectations and school climate not conducive to promoting attendance. Excessive number of chronic absenteeism (349 students grades 7 to 12 were absent more than 18 times during SY 15-16); Low attendance rates (92.78%); Students did not perform at high levels of academic mastery (37% Failure Rate for Sped/Non-Sped); Data shows high levels of dropout rates (17.9%); Low graduation rates (78.8%); High levels of variances of high failure rates among teachers teaching alike courses (from 0% to 48%).			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Develop and communicate expectations for student attendance to school and each class, tardiness, and documentation processes and timelines.	Administrators and Teachers, Attendance Clerks	Aug 2016 to May 2017	Attendance Rules, marketing campaign, District-data sources, Parent Portal, Phone/Home-visits
Clarify tardy procedures and expectations.	Administrators and Teachers, Attendance Clerks	Aug 2016 Jan 2017 April 2017	Attendance data base, Attendance Committee, SLCs, Truancy Officer, Attendance Clerks
Implement system of ongoing attendance monitoring and accountability through Academy Houses (SLCs) and grade levels	Attendance Clerks, Administrators, Teachers, SLC Coordinators, Counselors, Parent Family Liaison, Athletic Coaches & Extra-curricular Sponsors	Aug 2016 to May 2017	Attendance data base, Attendance Committee, SLCs, Truancy Officer, Attendance Clerks
Implement and monitor Individual Attendance Plan (IAP) for chronic tardiness and absenteeism	Attendance Clerks, Administrators, Teachers, SLC Coordinators, Counselors, Parent Family Liaison, Athletic Coaches & Extra-curricular Sponsors	Aug 2016 to May 2017	Attendance data base, Attendance Committee, SLCs, Truancy Officer, Attendance Clerks

Develop and implement incentive program to increase and promote regular and punctual attendance to school and every class.	Campus Leadership Team, Attendance Clerks, Truancy Officer, SLCs, Counselors, Family Liaison, Athletic Coaches & Extra-curricular Sponsors	Aug 2016 to May 2017	Incentive program, school-wide spirit & pride activities & events, prizes, field trips, Character/PBIS programs, PA announcements, bulletin board attendance rates by Academy Houses.
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
Oct 21 Jan 12 Mar 24 June 2	Attendance Reports – Excessive Absences, Attendance for Credit, Attendance/Truancy, Attendance Committee, SLCs meetings and data disaggregation	Individual Attendance Plan (IAP), incentives, home-visits, Character/PBIS program, targeted interventions, socio-emotional education/skills, targeted interventions through Academy Houses	
Dec 2016 Mar 2017 May 2017	Increase participation rates in standardized tests, improvements in classroom attendance	Individual Attendance Plan (IAP), incentives, home-visits, Character/PBIS program, targeted interventions, socio-emotional education/skills, targeted interventions through Academy Houses	

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock) - (If applicable): Effective Tier I Instruction: Increase Student Academic Performance	
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Low student academic performance in all tested areas resulting in Improvement Required rating in the Texas Accountability Standards for School year 2015-2016.</p>	<p>School Leader Responsible: School Leader Responsible: Campus Leadership Team (CLT) Principal – Dr. Martinez; Assistant Principals (6); Small Learning Community & Magnet Coordinators (5); Implementation Specialists (1); Department Chairs (7), Professional Services Provider (PSP); ASCD Team; UVA Team; SAISD School Leadership Team</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> School rating of Improvement Required will be eliminated and school will meet academic standards of performance at the end of school year 2016-2017. Students will increase passing rates to at least 5% passing rates at Satisfactory Level II in all tested areas in all sub-groups.</p>	
<p>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> No school-wide approach to effective lesson development, lack of systematic, intentional and ongoing data-disaggregation, and weak culture of accountability and professional collaborations among staff members.</p>	

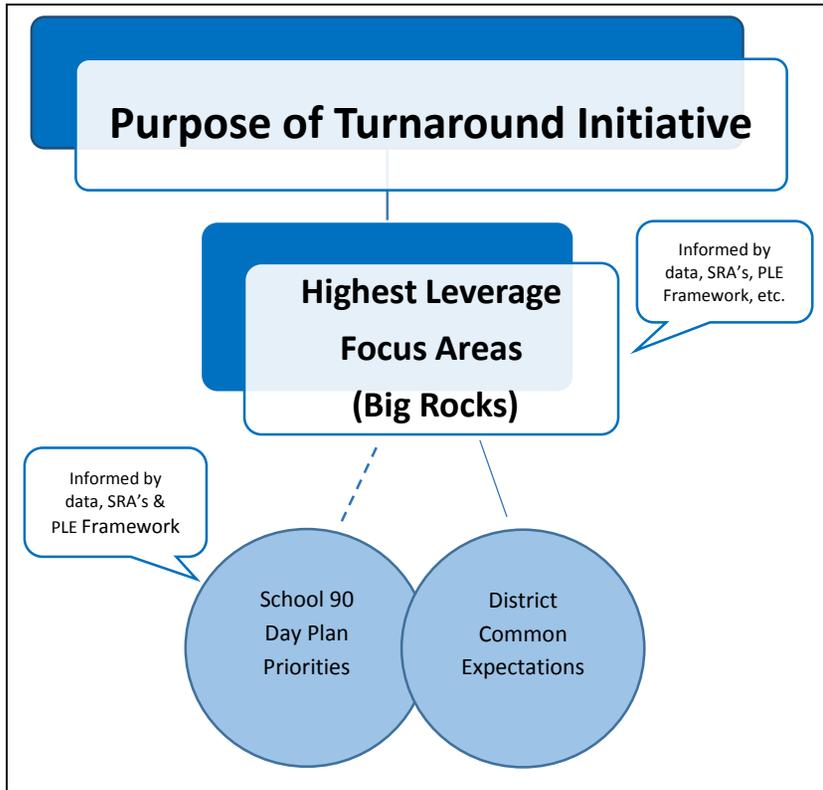
Anecdotal and Lack of Data prove that most teachers were not planning together, assessments were not aligned, data was not systematically evaluated and/or used to adjust instruction or to provide students' interventions. Most core area teachers were not working collaboratively. Meetings were scheduled, but not held or were held, but were not structured or did not use protocols focusing on planning, data, or student mastery. There was no sense of collective pride, success or accountability.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Establish a systemic approach to teaching and learning across core curricular areas: weekly PLCs, data-room, protocols for lesson planning and data disaggregation, curriculum mapping, conduct instructional rounds, and implement best instructional practices.	Leadership and Instructional Teams & Teachers	Aug 2016 to May 2017	UVA personnel, ASCD personnel, SLC coordinators & mentor, Professional Services Provider (PSP) for School Improvement, Data points and database, professional development (Campus, District, and Region 20)
Provide professional development on understanding accountability indicators and using data to support instructional practices and student academic achievement.	Leadership Team, District-level personnel from Accountability and Assessment Dept., Region 20.	Aug 2016 Jan 2017 April 2017	Accountability and Assessment Dept., Region 20, PSP, ASCD, UVA, Title I funding, Texas Accountability Intervention System (TAIS).
Conduct a comprehensive needs assessment addressing campus student performance on student achievement indicators.	Leadership and Instructional Teams & Teachers	Aug 2016 Jan 2017 April 2017	Accountability and Assessment Dept.
Develop and implement a culture of instructional feedback and support through continuous classroom visits and instructional rounds anchored in T-TESS, best instructional practices (GRR & MRS) and professional collaborations.	Leadership and Instructional Teams & Teachers	Aug 2016 to May 2017	UVA personnel, ASCD personnel, SLC coordinators & mentor, Professional Services Provider (PSP) for School Improvement, Data points and database, professional development (Campus, District, and Region 20)
Implement RtI process, offer targeted tutoring, improve Tier I instruction, and review lesson planning and instructional practices.	Leadership and Instructional Teams & Teachers	Aug 2016 Jan 2017 April 2017	Title I funding,
Ensure TEKS-based curriculum is offered in all core areas.	Leadership and Instructional Teams & Teachers	Aug 2016 to May 2017	TEKS database, lesson plans, Eduphoria

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug 2016 to June 2017	PLCs agendas, minutes, rosters. TEKS-aligned lesson plans. Instructional Rounds and Ongoing T-TESS observation/evaluation data. Data disaggregation and analysis from multiple sources (benchmark, District-assessments, EOCs, TELPAS, MAPPS, failure rates, attendance, discipline, gradebook, etc).	Increase meeting times to before or after school. Provide planning and data-disaggregation Professional Development. Update Data Room.
Sept 2016 to April 2017	Lesson plans and plans and rosters from tutoring and interventions. Progress monitoring on student academic achievement through multiple data points (benchmark, District assessments data, EOC/STAAR data, attendance and discipline data. Tier I instruction observations at the proficient level in T-TESS rubric.	Ongoing professional development. Data disaggregation and analysis used to adjust instructional practices and targeted interventions. Ongoing review of lesson plans. Increase feedback & coaching based on tiering teachers and instruction. Develop and/or adjust Failure Intervention Plans (FIP). TEKS review for vertical alignment and mastery. Item-analysis review of assessments.
Aug 2016 to June 2017	TEKS analysis to ensure mastery and that each has been taught according to parameters, testing timelines, and academic calendar.	Year-at-a-glance analysis of taught and mastered TEKS. Ongoing PLC discussion and analysis of TEKS. Lesson plan adjustments. Increase feedback & coaching based on tiering teachers and instruction

**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

90-Day Plan Development & Reflection Tool

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.

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>				
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 measurable 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 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?				