



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

90-DAY ACTION PLAN

District: Fulton County Schools

School: Banneker High School

Principal: Duke Bradley, III, 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.

Banneker High School's 2017-2018 turnaround initiative represents our best efforts to 1) Produce breakthrough academic gains and ensure a higher quality school experience for all students. In 2016-2017, Banneker made progress towards implementing previously stated strategic initiatives – however, that work must now be more expansive, coupled with a broader system of support, training, and accountability for all. Over the long-term, our work will be focused on implementing a new educational delivery model (content specific instructional frameworks) that are intended to improve instructional delivery – school-wide. Additionally, our work is equally focused on creating the kind of school culture that will support and sustain the work in which we are currently engaged.

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.)

	Category	2016-17 Results	2017-18 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	<p>9th Grade Lit: 65.3% Developing+ on 2017 EOC Milestones Exam (+14.3%)</p> <p>American Lit: 63.5% Developing+ on 2017 EOC Milestones Exam (+21.0%)</p>	<p>9th Grade Literature: 67.7% of students score Developing+ on 2018 EOC Milestones exam (4.2% increase from 2017, puts students on track to meet State 2020 Performance Target of 77.5%)</p> <p>American Literature: 69.2% of students score Developing+ on 2018 EOC Milestones exam (3.9% increase from 2017, puts students on track to meet State 2020 Performance Target of 76.0%)</p>	Readscore/ Writescore, Interim District Benchmarks
2	Math Proficiency	<p>Algebra I: 42.7% Developing+ on 2017 EOC Milestones Exam (+6.1%)</p> <p>Geometry: 48.2% Developing+ on 2017 EOC Milestones Exam (+9.5%)</p>	<p>Algebra I: 53.3% of students score Developing+ on 2018 EOC Milestones exam (10.6% increase from 2017, puts students on track to meet State 2020 Performance Target of 74.4%)</p> <p>Geometry: 56.8% of students score Developing+ on 2018 EOC Milestones exam (8.1% increase from 2017, puts students on track to meet State 2020 Performance Target of 74.1%)</p>	Short-cycle Assessments, Interim District Benchmarks
3	EOC Milestones	<p>Biology: 45.1% Developing+ on 2017 EOC Milestones Exam (+13.1%)</p> <p>Physical Science: 42.8% Developing+ on 2017 EOC Milestones Exam (-1.2%)</p> <p>U.S. History: 55.3% Developing+ on EOC Milestones Exam (+7.5%)</p> <p>Economics: 42.8% Developing+ on 2017 EOC Milestones Exam (-1.2%)</p>	<p>Biology: 54.9% of students score Developing+ on 2018 EOC Milestones exam (9.8% increase from 2017, puts students on track to meet State 2020 Performance Target of 74.6%)</p> <p>Physical Science: 52.2% of students score Developing+ on 2018 EOC Milestones exam (9.4% increase from 2017, puts students on track to meet State 2020 Performance Target of 71.1%)</p> <p>U.S. History: 61.4% of students score Developing+ on 2018 EOC Milestones exam (8.1% increase from 2017, puts students on track to meet State 2020 Performance Target of 77.6%)</p> <p>Economics: 51.4% of students score Developing+ on 2018 EOC Milestones exam (12.2% increase from 2017, puts students on track to meet State 2020 Performance Target of 75.8%)</p>	Short-cycle Assessments, Interim District Benchmarks
4	Discipline	977 total suspension days (45% decrease from 2015-16 school year)	879 or less total suspension days (10% decrease from 2016-17 school year)	Monthly suspension report

5	Graduation	71.1% (+3%)	75% Graduation Rate (4-year cohort)	Monthly Operation Graduation tracking report
6	Pathway Completion	70.4% pathway completion of seniors in Spring 2016	85% of seniors will complete an academic, fine arts, or world languages pathway	Student Progress Reports (Every 6 Weeks)
7	Move On When Ready	44.7% of graduating seniors earned high school and college credit	75% of Move on When Ready-eligible seniors (30 of 41 students) will earn high school and college credit from Technical System of Georgia or University System of Georgia school	Student Progress Reports (Every 6 Weeks)
8	ACT & SAT	16 average ACT score 1030 average SAT score	18 average ACT score and 1200 average SAT score (for the 150 students taking ACT/SAT Prep Course)	ACT/SAT benchmark exams in SAT/ACT Prep Course

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 “breathing” document and that adjustments will likely be needed based on ongoing data and lessons learned.

September 1, 2017

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.

August 2, 2016

District Shepherd Signature

Date

90-Day Action Plan – Priority #1

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Turnaround Initiative Focus Area (Big Rock): CULTURE AND CLIMATE			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Banneker High School's foremost priority is to improve the school's climate and culture specific to three things: 1) Student culture of achievement and high expectations through a specific focus on college and career readiness 2) Recognition, Collaboration, and Shared Decision-Making		School Leader Responsible: Banneker High School Leadership Team	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> College Readiness: Overall increase in students' interest, application, and acceptance into college Career Readiness: Overall increase in student employment (internships, part-time, and full-time jobs)			
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> Banneker High School has not previously had a comprehensive strategy aligned to the overall vision of college and career readiness. The SIG grant has provided both a plan for increasing BHS students' college and career readiness and funding for resources to reach the goals.			
ACT/SAT Prep Course: 150 of 10 th -12 th graders will take Princeton Review ACT/SAT Prep Course during Fall Semester.	Princeton Review, managed by Doryiane Gunter, Asst. Principal	Aug 7 – Dec 21	Princeton Review – funded through SIG grant
Begin Workforce Development Programs: BHS Juniors and Seniors will apply and interview for 50 spots in 2 Workforce Development programs - the Goodwill YES Program and BHS' Workforce Development Coordinator's program. Upon completion and passage of the programs, students will be guaranteed placement in internships.	Dorothy Walter, Workforce Development Coordinator	Weekly, beginning Week of Sept 11	Goodwill Yes Program partnership and Ringer Center of Excellence WFD training, funded through SIG grant
Student and Staff Advisory Committees: The BHS principal will implement advisories, for both students and staff, who serve to provide guidance, advice, and counsel relative to ways to ensure an improved school culture and climate and to create and outlet for shared decision-making.	Duke Bradley, Principal	September 15, 2017	N/A
Senior Seminar: Community Sustainability Enterprise will facilitate monthly seminars for BHS seniors that programming in various WFD skills, including life plan development, effective communication skills, working well with others, life management skills, and financial literacy.	Ramon Garner, Asst. Principal	Monthly, beginning Sept 28	CSE partnership, funded through SIG grant
Fall College Tour: 100 Juniors and Seniors will attend college tours of Georgia State University and Georgia Tech	Tameka Cheney-Revere, Counselor	Oct 22	Bus transportation for students, provided through

			SIG grant
Fall College and Career Fair: BHS seniors will attend College and Career Fair with 40 participating colleges and universities and 10 companies in the fall for application/resume review and to increase interest in colleges and job opportunities	BHS Counseling Team	Sept 27	Coordination by counseling team
Monthly Trojan and P.R.I.D.E. Faculty Awards: At faculty meetings, faculty and staff will receive awards to recognize BHS core values of perseverance, respect, integrity, discipline, and excellence.	Coordinated by KC Revere, SIG AA	Monthly, Beginning Sept 5	N/A

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
September 15, 2017	50 Juniors and Seniors apply and are accepted into BHS Workforce Development programs.	N/A
October 25, 2017	100 students attend GSU/GT College Tour	N/A

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): INSTRUCTIONAL DELIVERY			
<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Banneker High School’s instructional priority is to improve the quality and consistency of instructional planning and delivery across all classrooms and academic departments so as to ensure that students receive rigorous and engaging standards-based instruction.</p>	<p>School Leader Responsible:</p> <p>Principal</p>		
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> As a result of improved quality of instructional planning and delivery, student academic growth will increase, as demonstrated on EOC Milestones exams and lexile scores.</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> The vast majority of instruction in classrooms at Banneker High School does not meet the level of rigor and engagement necessary for students to master the GSE standards or to increase their lexile scores, as measured on EOC Milestones exams. There are several teacher actions contributing to this outcome:</p> <ul style="list-style-type: none"> • Instructional planning: most teachers are not planning their lessons with research-based, content-specific instructional strategies that engage students in reading, writing, engaging, collaborating, and critically thinking and meet the level of rigor necessary to master grade-level content. Currently, lessons are not aligned to the rigor of the standard and do not provide enough practice time for students to master the lesson objectives • Teachers are not effectively obtaining formative assessment data at the end of each lesson to know the extent of student mastery on the individual student level and how to modify their instructional plans to address deficits through ongoing, spiraled re-teaching and remediation. <p>Additionally, students enter into Banneker High School significantly behind academically. Interventions and increased learning time are needed to address these gaps and establish a strong foundation for students as they engage in more rigorous, high school level assignments.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<p>Increased Learning Time: Students’ schedules provide increased learning time in ELA (9th graders) and Math (9th and 10th graders) so that they receive remediation and support with foundational reading and math skills to set students up for academic success in their high school courses.</p>	Doryiane Gunter, Asst. Principal	By July 31	Students’ prior grades and test scores for selecting students to schedule additional support classes
<p>Data Training for Teachers: teachers receive training on ALL In Learning platform – a tool to record and analyze formative assessment data</p>	Lauren LaMont & Instr. Coaches	Week of Aug 14	ALL In Learning training from vendor
<p>PLCs: All teachers participate in weekly common planning time during the regular school day with clear expectations for collaborative instructional planning. In PLCs, instructional coaches provide group learning experience to build teachers’ capacity in planning and delivery, assessment creation, data analysis, and remediation.</p>	All teachers, led by instr. coaches and Dept Chairs	Ongoing, beginning Aug 21	PLC schedule, expectations, agenda templates, & rubric
<p>Personalized Learning Device Rollout: Students will receive 1:1 devices to use in classrooms. Teachers will utilize digital curriculum, apps, and tools to provide</p>	All teachers, led by Ramon Garner, Asst.	Week of Aug 28	Device deployment plan and protocols

differentiated instruction	Principal		
Curriculum/Instruction/Assessment Alignment PD: Banneker High School’s EOC Milestones teachers will use the AZ Live Binder in professional learning communities weekly to ensure instructional delivery is in alignment with the rigor of the standard, Short Cycle Assessment and Achievement Zone Curriculum map.	EOC Milestones teachers, led by instructional coaches	Ongoing, beginning Sept 5 th	AZ/District/State Curriculum, Instruction, and Assessment documents provided in binders to all E8 teachers for use in PLCs.
Instructional Coaching Framework: Banneker High School instructional coaches will adopt the “Get Better Faster” coaching framework and conduct bi-weekly coaching cycles with EOC Milestones teachers. Department Chairs will receive the same training and adopt the same framework to coach non-EOC Milestones teachers in their respective departments.	EOC Milestones teachers, led by instructional coaches	Beginning Sept 5	“Get Better Faster” Book and accompanying materials, eWalk Classroom Observation Software Coaching tracker
Afterschool and Saturday School Tutorials: Students will have opportunities to engage in increased learning time for individualized academic support.	Ava Debro, Asst. Principal	4-5 days/week, Beginning Sept 15	
Short-Cycle Assessment Data Analysis: EOC Milestones teachers will gather, analyze, and use relevant data from SCAs and summative assessments to measure student progress to inform instructional content and delivery methods.	EOC Milestones teachers, led by Instructional Coaches	Ongoing, immediately after SCA/unit exam administration, Beginning Sept 8th	“Driven by Data” DDI protocols ALL In Learning – data analysis and remediation planning tool
Remediation and Acceleration Days: Every 6 weeks, all teachers will use their formative and summative data to plan two instruction for designated days dedicated to remediation of standards not mastered by students and acceleration for students who have mastered covered standards.	All BHS teachers	Every 6 weeks immediately following each grading period	
Instructional Frameworks: Banneker teachers will promote student learning by using research-based instructional strategies relevant to the content area to engage all students in active learning and to promote key skills. To do this, instructional coaches will design content-specific instructional frameworks for Math, ELA, Science, and Social Studies teachers to implement.	Math, ELA, Science, and Social Studies teachers, facilitated by instructional coaches	Design and finalize by Sept 30, Rollout through PD in PLCs beginning Week of Oct 1	Instructional Framework handouts & LP exemplars.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Sept-Oct	Results from Fall Administration of Short-Cycle Assessment and Readscore/ Writescore. Performance targets will be the same as EOC Milestones goals for each tested subject area.	In Data Analysis Meetings of SCA and Readscore/ Writescore data, EOC teams will generate remediation plans to increase student mastery of standards.

90-Day Action Plan – Priority #3

Quick Win Plan (Only for first semester)

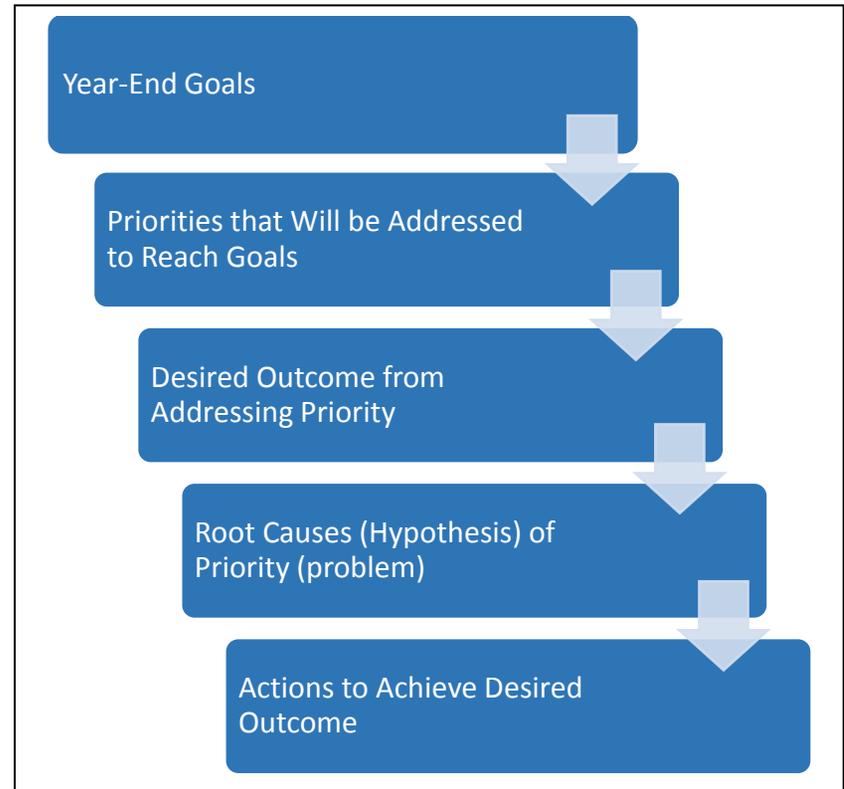
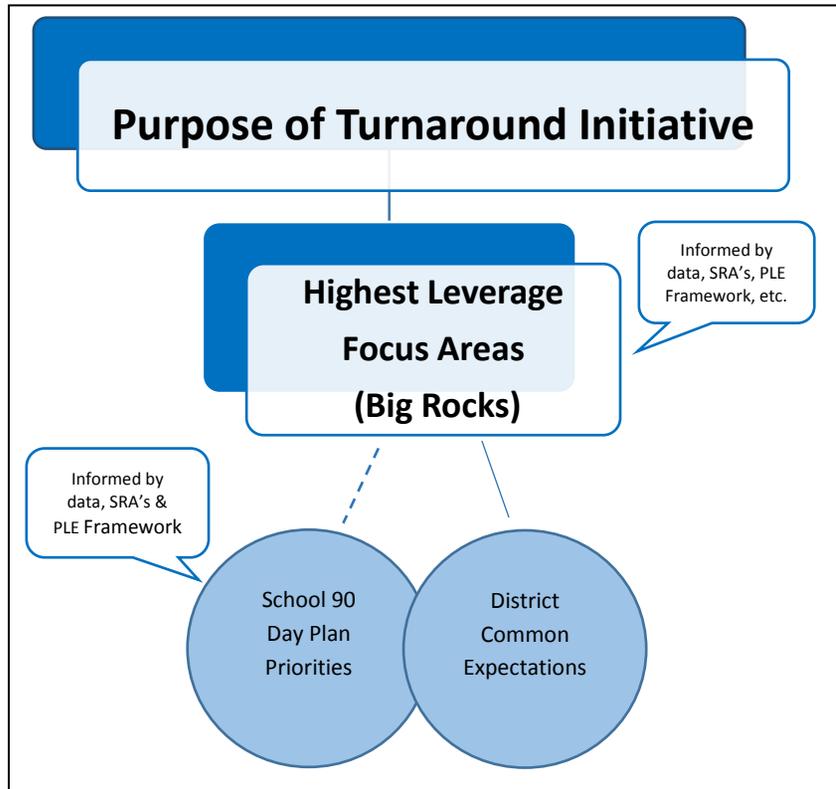
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should 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.



Banneker High School will generate “quick wins” wins by 1) Making certain that each of our 5 strategic initiatives reaches every teacher. By contrast, in the preceding year, our expressed strategic initiatives were limited to 24 teachers – those who taught 1 of the 8 Milestones Testing Courses. Additionally (and with regard to culture) we will announce our theme for the year, “The Pride is Back” – while also assigning a corresponding set of core values.

Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	Person Responsible	Timeline
1	Identify staff and students to serve on the principal advisory; conduct initial meeting; set agenda and course of action for the year (Climate & Culture)	Duke Bradley	Aug 22
2	Become 100% fully staffed by Sept 15. This will be a personnel morale booster and ensure that our students are receiving instruction from certified instructor (not long-term substitutes) within the first 30 days of school (Climate & Culture and Instructional Delivery)	Duke Bradley, Eddie Breaux	Sept 15
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?

NDIX 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?				