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Module 5 Activity Journal:

Develop a 90-day Plan

# School:

# Name:

# Date:

# Journal Entries:

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Activity 5.3 – Read the Case Study & Reflect

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Part 1: Create Desired Outcomes

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Activity 5.9 – Checklist of Key Processes & Tasks for Developing Progress Indicators

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Part 3: Define Critical Actions

Activity 5.11 – Try It Out: Analyze the Quality Indicators for Critical Actions

Activity 5.12 – Checklist of Key Processes & Tasks for Defining Critical Actions

Activity 5.14 – Reflect: How Did You Do?

# Activity 5.2 – Reflect & Post on Community Wall

Directions

Please take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing to the next activity.

1. How does a change in adult behavior impact student achievement?

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1. Do you have prior experience with creating the elements of a 90-day Plan? If so, what worked well? What didn’t work well?

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1. If you don’t have prior experience, what do you understand is the purpose of a 90-day Plan?

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1. Based on your reflections, what do you hope to learn from this module?

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Return to the Canvas course

# Activity 5.3 – Read the Case Study & Reflect

Directions

After you have read the Build a 90-day Plan section of the case study, take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

1. How does this case study align with your own thinking and approach?

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1. What is different?

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1. What strengths are displayed?

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1. How could the processes in the case study be improved?

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Return to the Canvas course

# Activity 5.4 – Watch: Key Concepts for Developing a 90-day Plan Part 1: Create Desired Outcomes

Directions

While watching the video, jot down any questions that arise or thoughts that you would like to keep in mind as you work through the module or would like to share with your school team. An organizer is provided below. Once you’ve watched the video, go back to Activity 5.3 and review your responses. Update your notes and comments based on what you learned.

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| What is New to Me |  | Key Take-Aways |
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Return to the Canvas course

# Activity 5.5 – Try It Out: Analyze the Quality Indicators for Creating Desired Outcomes

Directions

Use this tool to analyze the key elements for the quality indicators. Follow the three steps provided below. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

| **Component 5:**  **Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions** | **Solid Progress** |
| --- | --- |
| Desired Outcomes – observable changes in adult behavior with a focus on increasing student achievement | The 90-day Desired Outcome:   * + Identifies specific observable change(s) in adult behavior;   **AND**   * + Is likely to result in increased student achievement;   **AND**   * + Is aligned with THE Performance Challenge;   **AND**   * + Can reasonably be completed in 90 days. |

**Step 1:** Review the quality indicator details closely, making note of the overall description and the required elements for solid progress. What are the implications for creating desired outcomes for your school?

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| --- | --- |
| Solid Progress Element | What it means for our school and our work |
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**Step 2:** Go back to your notes for Activity 5.3 and the details of the Coggins Middle School case study. Focus especially on how their process could be improved (question #4). Make additional notes below.

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**Step 3:** Return to the Canvas course and take the quiz.

Return to the Canvas course

# Activity 5.6 – Checklist of Key Processes & Tasks for Creating Desired Outcomes

Directions

The following key process and tasks are provided as recommendations for developing your Desired Outcomes. Consider each and take notes about what you need to do in your context to create your own Desired Outcomes. If you are completing the module with a group, first respond to these prompts individually then discuss as a group before continuing through the module.

Key Process: Focus on Changes in Adult Behavior

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| --- | --- | --- | --- |
| Key Tasks | | | Notes |
|  | Understand what led to the selection of the focus areas | |  |
|  |  | Results of the data analysis that set the annual goals |
|  |  | Identification of THE Performance Challenge associated with each goal |
|  |  | Analysis of root cause(s) of THE Performance Challenge |
|  | Review Worksheet 4.1 from NM DASH Process Guide | |
|  | Describe needed changes in adult behavior to address  THE Performance Challenge. What specific adult behaviors does the School Core Team want to see in place at the end of 90 days? Consider: | |  |
|  |  | Classroom practices |
|  |  | Instructional leadership |
|  |  | School culture, policies, and processes |
|  |  | Community engagement |
|  |  | Other (specify) |
|  | Determine level of intensity | |  |
|  |  | What is the frequency? |
|  |  | What are the intervals of increase to reach the Desired Outcome? |
|  | Craft Desired Outcomes. Consider the following format:  At the end of 90 days, *[this group of adults]* will *[learn/adopt/complete this new behavior]* at *[this level of intensity]*. | |  |
|  | Review each Desired Outcome | |  |
|  |  | Is it realistic? |
|  |  | Does it identify the adults whose behavior will change? |
|  |  | Is it tied directly to THE Performance Challenge? |
|  |  | Is it likely to result in increased student achievement? |
|  |  | Does it create a sense of urgency? |
|  |  | Is it measurable or observable? |

Return to the Canvas course

# Activity 5.7 – Watch: Key Concepts for Developing a 90-day Plan Part 2: Develop Progress Indicators

Directions

While watching the video, jot down any questions that arise or thoughts that you would like to keep in mind as you work through the module or would like to share with your school team. An organizer is provided below. Once you’ve watched the video, go back to Activity 5.3 and review your responses. Update your notes and comments based on what you learned.

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| --- | --- | --- |
| What is New to Me |  | Key Take-Aways |
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Return to the Canvas course

# Activity 5.8 – Try It Out: Analyze the Quality Indicators for Developing Progress Indicators

Directions

Use this tool to analyze the key elements for the quality indicators. Follow the three steps provided below. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

| **Component 5:**  **Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions** | **Solid Progress** |
| --- | --- |
| Progress Indicators | Each Desired Outcome has Progress Indicators that:   * + Identify metrics and evidence used to measure the positive impact of the 90-day Plan toward Desired Outcomes;   **AND**   * + Show sequential growth between Progress Indicator metrics;   **AND**   * + Establishes dates at 30ish-, 60ish-, and 90ish-day intervals. |

**Step 1:** Review the quality indicator details closely, making note of the overall description and the required elements for solid progress. What are the implications for developing progress indicators for your school?

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| --- | --- |
| Solid Progress Element | What it means for our school and our work |
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**Step 2:** Go back to your notes for Activity 5.3 and the details of the Coggins Middle School case study. Focus especially on how their process could be improved (question #4). Make additional notes below.

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**Step 3:** Return to the Canvas course and take the quiz.

Return to the Canvas course

# Activity 5.9 – Checklist of Key Processes & Tasks for Developing Progress Indicators

Directions

The following processes and tasks are provided as recommendations for developing your Progress Indicators. Consider each and take notes about what you need to do in your context to begin developing your Progress Indicators. If you are completing the module with a group, first respond to these prompts individually. Then, discuss as a group before continuing through the module. This checklist is available as a standalone document at the link provided at the end of this module.

Key Process: Focus on Changes in Adult Behavior

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| --- | --- | --- | --- |
| Key Tasks | | | Notes |
|  | Be clear on what needs to be monitored | |  |
|  |  | Is the change being applied? |
|  |  | How well is it being implemented? |
|  |  | Is it having the intended impact? |
|  | Identify appropriate data sources | |  |
|  | Determine progress increments | |  |
|  |  | What progress are you expecting to make by the end of 30 days? |
|  |  | By the end of 60 days? |
|  |  | By the end of 90 days? |
|  | Craft Progress Indicators. Consider the following format:  At the end of *[30 or 60]* days *[percent/number of adults]* will *[do/learn/adopt/complete this new behavior/skill]* at *[this level/frequency]* as *[measured/observed/evidenced]* by *[data source]*. | |  |
|  | Review each Progress Indicator | |  |
|  |  | Does it tie directly to the Desired Outcome? |
|  |  | Does it address implementation, quality, or growth? |
|  |  | Does it specify the data source to be used to determine progress? |
|  |  | Is the set of indicators for a given Desired Outcome parsed into realistic increments of progress? |

Return to the Canvas course

# Activity 5.10 – Watch: Key Concepts for Developing a 90-day Plan Part 3: Define Critical Actions

Directions

While watching the video, jot down any questions that arise or thoughts that you would like to keep in mind as you work through the module or would like to share with your school team. An organizer is provided below. Once you’ve watched the video, go back to Activity 5.3 and review your responses. Update your notes and comments based on what you learned.

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| --- | --- | --- |
| What is New to Me |  | Key Take-Aways |
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Return to the Canvas course

# Activity 5.11 – Try It Out: Analyze the Quality Indicators for Critical Actions

Directions

Use this tool to analyze the key elements for the quality indicators. Follow the three steps provided below. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

| **Component 5:**  **Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions** | **Solid Progress** |
| --- | --- |
| Critical Actions | Each Desired Outcome should include:   * + Minimum of three (3-5 recommended) Critical Actions;   **AND**   * + Critical Actions that are logically sequenced throughout the 90-day period to build upon each other;   **AND**   * + Critical Actions that clearly address The Performance Challenge and Desired Outcome. |
| Critical Actions – Person(s) responsible/involved for completing actions | Each Critical Action:   * + Identifies the appropriate person(s) responsible   **AND**   * + Identifies the appropriate person(s) involved. |
| Critical Actions – timelines and  resources | Each Critical Action:   * + Identifies clear timelines   **AND**   * + Identifies resources needed. |

**Step 1:** Review the quality indicator details closely, making note of the overall description and the required elements for solid progress. What are the implications for defining critical actions for your school?

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| --- | --- |
| Solid Progress Element | What it means for our school and our work |
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**Step 2:** Go back to your notes for Activity 5.3 and the details of the Coggins Middle School case study. Focus especially on how their process could be improved (question #4). Make additional notes below.

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**Step 3:** Return to the Canvas course and take the quiz.

Return to the Canvas course

# Activity 5.12 – Checklist of Key Processes & Tasks for Defining Critical Actions

Directions

The following processes and tasks are provided as recommendations for defining your Critical Actions. Consider each and take notes about what you need to do in your context to begin creating Critical Actions. If you are completing the module with a group, first respond to these prompts individually. Then, discuss as a group before continuing through the module. This checklist is available as a standalone document at the link provided at the end of this module.

Key Process: Defining sequenced, strategic actions to reach Desired Outcome

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| Key Tasks | | | Notes |
|  | Generate list of Critical Actions | |  |
|  |  | What are the possible steps to achieve the Desired Outcome? |
|  |  | What has been done in the past that you might replicate (or avoid)? |
|  |  | What have others done you might consider? |
|  |  | Who else will be involved and what do they need to know or do? |
|  |  | What implementation steps need to be considered? |
|  | Prioritize and create logical sequence | |  |
|  |  | Develop no more than 3–5 Critical Actions per Desired Outcome. |
|  |  | Consider grain size. |
|  |  | Make sure they align to the Progress Indicators. |
|  |  | Check that they build on each other and are sequenced logically. |
|  | Review Critical Actions | |  |
|  |  | Do the Critical Actions provide enough detail to guide action? |
|  |  | Can the Critical Actions be accomplished within the given timeline? |
|  |  | Are they sequenced logically? |
|  |  | Do they specify who is responsible and provide a timeline for completion? |
|  |  | Do the Critical Actions specify resources needed? |
|  |  | Do the Critical Actions clearly address The Performance Challenge and Desired Outcome? |

Return to the Canvas course

# Activity 5.14 – Reflect: How Did You Do?

Directions

Take a few minutes to consider and respond to the following prompts. Please keep in mind that the case study is intended to present a realistic, but *imperfect* case study to learn from. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

1. How did you do on the quizzes? If you got the correct answers, what information was key to your determination? If you did not get the correct answer, why do you think this was the case?

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1. Based on your analysis of this case study, what take-aways do you have for your own work?

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1. What are your next steps?

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Return to the Canvas course