



# 90-DAY ACTION PLAN

**District:** Anadarko  
**School:** Sunset  
**Principal:** Mrs. Tallent

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.

**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	2016-2017 RESULTS	2017-2018 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	Kindergarten-95% 1 <sup>st</sup> grade-86%	Kindergarten-96% 1 <sup>st</sup> grade-90%	Three yearly benchmarks, literacy 1 <sup>st</sup> assessments, voyager benchmarks/progress monitoring.
2	Math Proficiency	Kindergarten-94% 1 <sup>st</sup> grade-91%	Kindergarten-95% 1 <sup>st</sup> grade-92%	Three yearly benchmarks, everyday math unit assessments, math continuum.
3	Attendance	95.6%	96.5%	Power school statistics summary page.
4				
5				

**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.

### 90-Day Action Plan – Priority #1

#### Turnaround Initiative Focus Area (Big Rock):

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>                  Ensure instruction is being given bell to bell.</p>	<p><b>School Leader Responsible:</b>   <b>Mrs. Tallent</b>   <b>Ms. Toyebo</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>                  Our bottom quartile students' reading scores will indicate growth.</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>                  Lesson plans are turned in weekly; however, they do not reflect bell to bell instruction.</p>	

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Teachers will select/create an AOL lesson plan template.	8-kinder teachers 7-1 <sup>st</sup> grade teachers	Aug. 3, 2017	Sample templates
Teachers will implement new lesson plans with scheduled times reflecting a full day's instruction.	8-kinder teachers 7-1 <sup>st</sup> grade teachers	Aug. 15, 2017	Lesson plans
Monitor lesson plans and bell to bell instruction weekly and give feedback to teachers orally and/or written.	Mrs. Tallent Ms. Toyebo	Aug. 15, 2017- May 10, 2018	Lesson plans/feedback oral and/or written.

#### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
July 31-Aug. 3, 2017	Teachers will determine template to be used.	
Aug. 15, 2017-May 10, 2018	Follow daily lesson plans. Principal and IC will review and discuss observations weekly.	
	Three yearly benchmarks, literacy 1 <sup>st</sup> assessments, voyager progress monitoring.	

### 90-Day Action Plan – Priority #2

#### Turnaround Initiative Focus Area (Big Rock):

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Ensure instruction is being given bell to bell.</p>	<p><b>School Leader Responsible:</b>  Mrs. Tallent  Ms. Toyebo</p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Our bottom quartile students' math scores will indicate growth.</p>	

**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?)*  
Teachers' current schedules do not allow them to maximize a full instructional day.

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Teachers will create new schedules that will reflect specific times that will reflect bell to bell instruction.	8-kinder teachers 7-1 <sup>st</sup> grade teachers	Aug. 3, 2017	Individual Teacher Schedules
Implement new schedules reflecting specific times of bell to bell instruction.	8-kinder teachers 7-1 <sup>st</sup> teachers	Aug. 15, 2017- May 10, 2018	Individual Teaching Schedules indicating times of instruction.
Principal and IC will perform weekly walk-throughs and provide timely feedback oral and/or written on bell to bell instruction.	Mrs. Tallent Ms. Toyebo	Aug. 15, 2017- May 10, 2018	Feedback and Teacher Schedules

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
July 31-Aug. 3, 2017	Teachers will complete individual schedules	
Aug. 15, 2017-May 10, 2018	Three yearly benchmarks, math continuum, and everyday math unit tests.	
Aug. 15, 2017-May 10, 2018	Principal and IC will meet weekly and discuss observations.	

### 90-Day Action Plan – Priority #3

#### Turnaround Initiative Focus Area (Big Rock):

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> To make parents aware of the importance of student attendance all day, every day.</p>	<p><b>School Leader Responsible:</b>  Mrs. Tallent  Mrs. Shaul  Cassi Hendricks</p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Our attendance rate will increase from 95.6%-96.5% or above. Tardies will decrease by 10% or more.</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> Parents do not realize the affect that absences have on their student's academics. Parents are quick to keep little ones at home if they have the slightest illness, or they're just tired, or need to run errands, or just want to sleep in.</p>	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Principal letter indicating the affect the absences have on school age children.	Mrs. Tallent	Aug. 3, 2017	Written Letter
Attendance letters sent out once a month for those students who have more than four	Cassi Hendricks	As they occur the 4	Letter printed from power school

absences during the month.		unexcused absences.	
Attendance phone calls on students who are chronically tardy or absent. Referrals from classroom teachers and data-collection system.	Mrs. Shaull Cassi Hendricks	weekly	Power School Teacher Referral Forms
Reward classes with the most growth of reduction of tardies and absences per month, while rewarding those with perfect attendance and no tardies as well.	Mrs. Tallent	Aug. 31, Sept. 29, Oct. 31, Nov. 30, Dec. 20, 2017	Power School

**PROGRESS INDICATORS**

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug. 31, Sept. 29, Oct. 31, Nov. 30, Dec. 20, 2017	Monthly statistical reports from power school	
Aug. 16, 2017- May 2, 2018	Weekly attendance reports from teachers.	

**90-Day Action Plan – Priority #4**

**Turnaround Initiative Focus Area (Big Rock):**

<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>	
<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>	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

**Quick Win Plan**  
(Only for first semester)

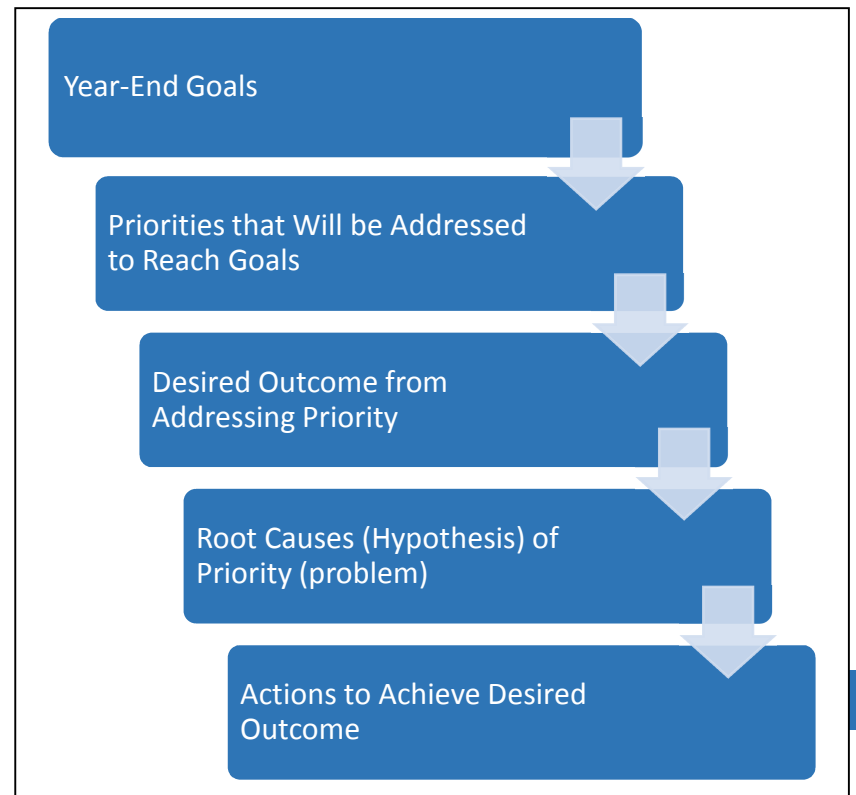
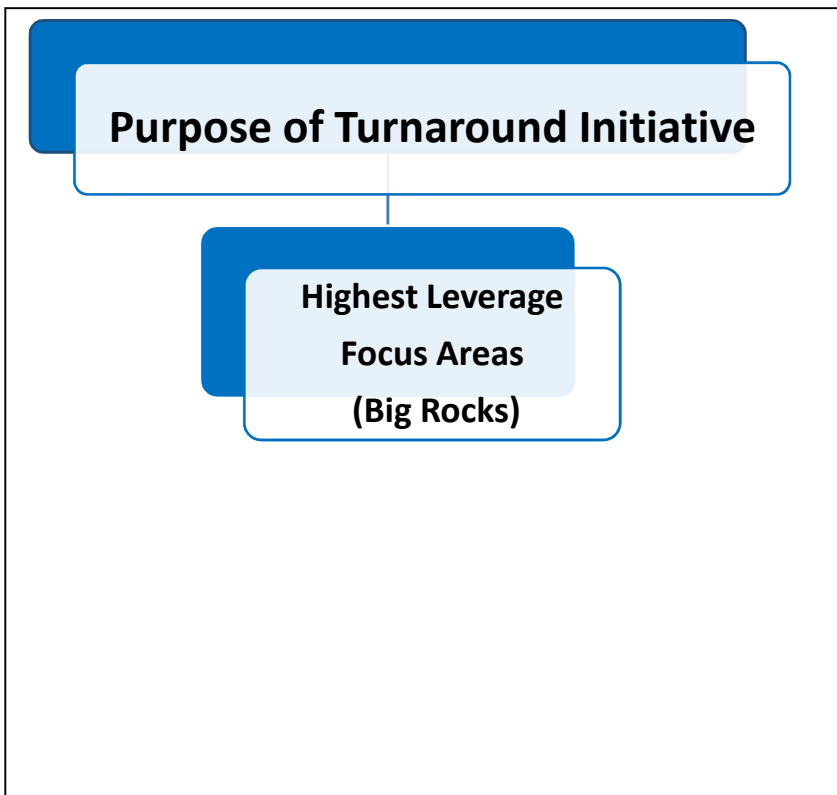
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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

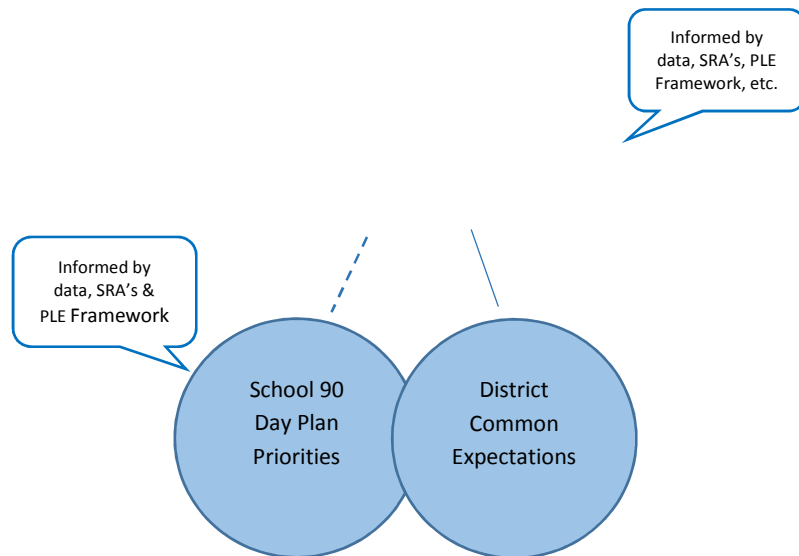
Teachers will collaborate together as a kindergarten and 1<sup>st</sup> grade team in order to create an AOL lesson plan template that meets the needs of our school’s vision. Teachers will take ownership and it will be a product of their creation; therefore this would be a quick win.

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

	<b>Action</b>	<b>Person Responsible</b>	<b>Timeline</b>
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### 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:** *(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 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?				