



90-DAY ACTION PLAN

District: Anadarko Public Schools
School: Sunset Elementary
Principal: Lyn Grubb

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.

Create fluent and independent learners in a school that monitors, plans, and provides purposeful feedback to all stakeholders.

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 RESULTS | 2015-16 GOALS | GOAL INDICATORS (METRIC TO INDICATE PROGRESS) |
|---|---|---------------------|---------------------|---|
| 1 | Language Arts Proficiency-End of year Benchmark | 94% proficient | 96% proficient | The 3 yearly benchmarks Literacy First Assessments Voyager-Benchmarks and Progress Monitoring |
| 2 | Math Proficiency –End of year Benchmark | 95% proficient | 96% proficient | The 3 yearly benchmarks Unit Assessments |
| 3 | Attendance | 95.6% | 96.4% | Power-school Statistical Summary Page |
| 4 | Kindergarten fluency of high frequency words | 72% student mastery | 80% student mastery | Student Trackers, Literacy First Assessment |
| 5 | First Grade end of year fluency | 65% fluent | 68% proficient | Fluency Trackers monthly Middle and End of Year Literacy First Assessment |

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):

| | |
|--|---|
| <p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>To monitor with consistency the data information programs and student trackers to ensure they are impacting student learning.</p> | <p>School Leader Responsible:</p> <p>L. Grubb</p> <p>A. Taylor</p> <p>D. Hendricks</p> <p>J. Lynch</p> |
| <p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>All students would be provided with an individual education meeting their learning needs.</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></p> <p>Assessments are given but not every teacher is using this data to drive the instruction at the individual student level.</p> | |

ACTIONS

| Critical Action to Address Root Cause & Achieve Desired Outcome | Person Completing Action | Timeline | Resources Needed / Source |
|---|---|---|--|
| To continue tracking individual progress by using student tracking charts. First grade students and teachers will track weekly progress of fluency. Kindergarten students and teachers will track weekly progress of 50 high frequency words. | 8 First Grade teachers 8 Kindergarten Teachers | October 5 th 2015-May 8 th 2016 | Student trackers/ These have already been designed |
| Trackers will be handed out and explained during the first data day | D. Hendricks J. Lynch | September 9, 2015 | Student trackers/ These have already been designed |
| To encourage parental support student trackers and explanation of results will be sent home | 8 First Grade | Starting | Student trackers/ These have |

| | | | |
|--|--|------------------------------------|---|
| monthly | teachers 8 Kindergarten Teachers | October 29th | already been designed Parent letter explaining trackers |
| Principal and Coach will review data entered into data collection system on Mondays and Fridays to watch for growth or decline on the individual student level and monitoring of teacher input of data | L. Grubb A. Taylor | August 24,2015-May 20, 2016 | My Data First Voyager Math Spread Sheet of Skills Benchmarks |
| During walk-throughs principal will target students whose data was of concern to ensure students work is appropriate and on their area of need. Face to face follow up with teacher to address things going well or how to improve instruction for at risk students. | L. Grubb | August 24, 2015-May 20, 2016 | Walk-Through forms on TalentEd |

PROGRESS INDICATORS

| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments |
|----------------------------------|---|-----------------------|
| 10/28/15 11/25/15 12/16/15 | Student Tracker will be reviewed at PLC. The following day these will be sent home to parents | |
| 9/4/15 | Classroom teachers will have all data entered into collection systems. Principal and Coach will begin reviewing data weekly | |
| 9/7/15 | Walk-throughs and rounds will target at risk students with face to face follow up with teacher. These will be recorded on the Observation360 tool or TalentEd | |

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock):

| | |
|---|---|
| <p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>To provide instructional and/or classroom management feedback from walk-throughs to strength classroom instruction.</p> | <p>School Leader Responsible:</p> <p>L. Grubb</p> |
| <p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Teachers on every Tier level will have valuable information to strength their individual classroom performance.</p> | <p>A. Taylor</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></p> <p>Feedback has been too generic.</p> | |

ACTIONS

| Critical Action to Address Root Cause & Achieve Desired Outcome | Person Completing Action | Timeline | Resources Needed / Source |
|--|--------------------------|------------------------------------|---|
| Principal and Coach will use Google calendar to document dates of walk-throughs and specify who will be responsible for which staff members each week | L. Grubb A. Taylor | August 10, 2015-May 20, 2016 | Google Calendar |
| Principal and Coach will use walk-through forms from TalentEd & Observation 360 to document and give immediate feedback to teachers through e mail. | L. Grubb A. Taylor | August 10, 2015-May 20, 2016 | Observation 360 TalentED |
| All certified staff will have will have at least one walk-through a month with a face to face conference to discuss feedback from walk-through. | L. Grubb A. Taylor | August 10, 2015-May 20, 2016 | Observation 360 TalentED Google Calendar |
| Coach and Principal will do walk-through or rounds of all classrooms weekly. These will be scheduled in Google calendar | L. Grubb A. Taylor | August 10, 2015-May 20, 2016 | Google Calendar |
| Coach will schedule additional time on Tuesdays and Thursdays with new staff and Tier II teachers to provide intensive support on curriculum and classroom management. | A. Taylor | August 10, 2015-May 20, 2016 | Google Calendar and notes of topics discussed with each teacher |

PROGRESS INDICATORS

| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments |
|----------------|---|-----------------------|
| 9/7/15 | Face to face walk-through conferences will begin the week of 9/7/15 These will be recorded in Observation360 or TalentEd | |
| 9/7/15 | Principal and Coach will coordinate the following week's schedule on Friday afternoons | |
| 9/7/15 | Google calendar and notes from Coach of intensive support. | |

90-Day Action Plan – Priority #3

| Turnaround Initiative Focus Area (Big Rock): | |
|--|--|
| School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> To have classrooms where active student engagement is a focus of each lesson. | School Leader Responsible: L. Grubb A. Taylor |
| Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> The student is an active participant in the standard being taught by the use of conversation, manipulatives or written evidence. | |
| 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> | |

Too much teacher talk. This does not leave enough time for students to think through and explore the curriculum to formulate their own answers.

ACTIONS

| Critical Action to Address Root Cause & Achieve Desired Outcome | Person Completing Action | Timeline | Resources Needed / Source |
|---|--|-----------------------------------|--|
| To increase active student engagement in math the teachers will build an additional 30 minutes to the daily math block. Additional time will be used for Everyday Math games, manipulative activities and interventions. Wednesdays will also be used as Everyday math games day (no new lesson will be taught on this day). This will be monitored during walk-throughs and rounds | 8 First Grade teachers 8 Kindergarten Teachers L. Grubb A. Taylor | August 10, 2015-May 20, 2016 | Everyday Math manipulatives |
| To increase active student engagement in reading the lessons will be planned together with a required component of how students will be actively involved during the lesson. This will be monitored during common planning and during walk-throughs and rounds | 8 First Grade teachers 8 Kindergarten Teachers L. Grubb A. Taylor | August 10, 2015-May 20, 2016 | Common Planning lesson plans |
| Professional Development for active student engagement will be presented during PLC . One classroom teacher per grade level per month. Teachers will use their next week’s lesson plans to demonstrate how active student engagement will be a part of the lesson. | 8 First Grade teachers 8 Kindergarten Teachers L. Grubb A. Taylor | September 16,2015 | Schedule will be given at in-service in August |
| We will do a book study –The Active Classroom by Ron Nash Chapters will be assigned to the staff in November. Staff will be responsible to present chapter using active engagement strategies during January 4, 2106 Professional Development day. | 8 First Grade teachers 8 Kindergarten Teachers L. Grubb A. Taylor | November 11,2015- January 4, 2016 | The Active Classroom books- I plan on borrowing these from the other schools |
| | | | |

PROGRESS INDICATORS

| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments |
|----------------|---|-----------------------|
| 9/16/15 | PLC Agenda and minutes | |
| 9/7/15 | Walk-through information recorded on TalentEd and Observation 360 | |

| | | |
|----------|---|--|
| 1/4/2016 | Book Study Presentation on Professional Day | |
|----------|---|--|

90-Day Action Plan – Priority #4

Turnaround Initiative Focus Area (Big Rock):

| | |
|---|---|
| <p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>To make parents aware of the importance of student attendance</p> | <p>School Leader Responsible:</p> <p>L. Grubb</p> |
| <p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Our attendance rate will raise to 96.4% or above</p> | <p>B. Coker</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?)*
 Parents don't realize every day is important. Parents are quick to keep little ones at home if they have the slightest illness. They will also not send them because the child is tired or they decide to go out of town.

| ACTIONS | | | |
|---|--------------------------|--|---------------------------------------|
| Critical Action to Address Root Cause & Achieve Desired Outcome | Person Completing Action | Timeline | Resources Needed / Source |
| Principal letter about the importance of attendance and how it also affects our school site A-F grade. | L. Grubb | 8/10/15 9/8/15 10/5/15 11/9/15 12/7/15 | Written Letter |
| Attendance letters sent out once a month for those students who have more than four absences during the month | B. Coker | End of each month | Letter printed from Power-school |
| Attendance phone calls on students who are chronically tardy or absent. Referrals from classroom teachers and data collection system. | L. Grubb B.coker | weekly | Power-school Teacher Referral Form |
| | | | |
| | | | |

PROGRESS INDICATORS

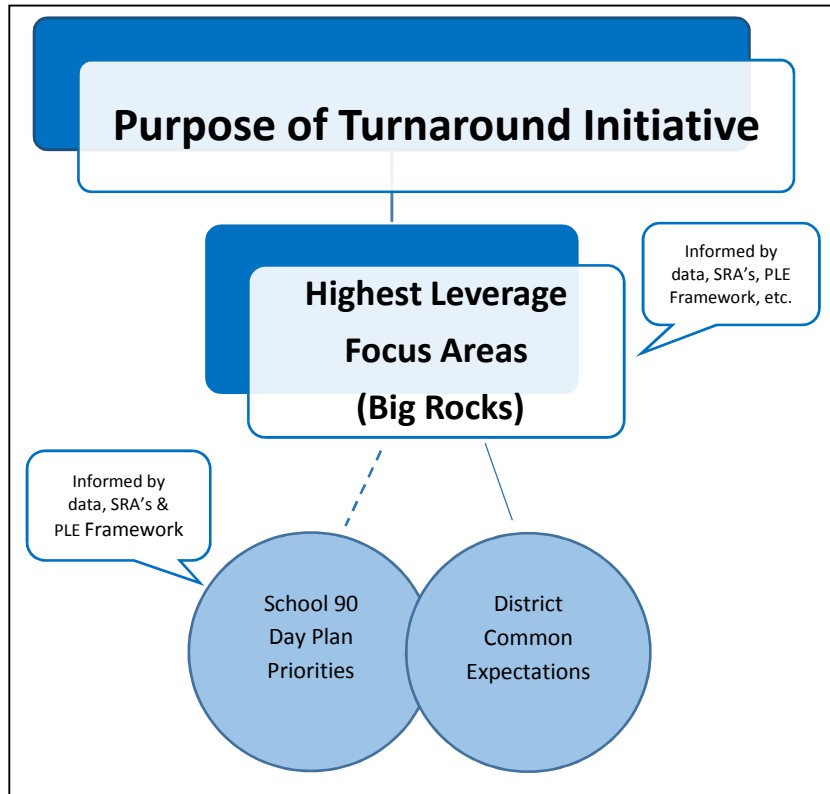
| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments |
|----------------|---|-----------------------|
| 8/10/2015 | Monthly statistical reports from power school | |
| 8/10/2015 | Weekly attendance reports from teachers | |
| | | |

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.

| Identify up to 4 specific actions that will make the quick win plan happen. | | | |
|---|--------|--------------------|----------|
| | Action | Person Responsible | Timeline |
| 1 | | | |
| 2 | | | |
| 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?

Day Plan Development & Reflection Tool

| 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 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? | | | | |
| 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? | | | | |