



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.

Through leadership roles we will provide an environment where no barrier exist and each child receives an individualized education.

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	2015-2016 RESULTS	2016-2017 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	Kindergarten-92% 1 st grade-88%	Kindergarten-93% 1 st grade-90%	Three yearly benchmarks, literacy 1 st assessment, voyager benchmarks, and progress monitoring through voyager.
2	Math Proficiency	Kindergarten-94% 1 st grade-94%	Kindergarten-95% 1 st grade-95%	Three yearly benchmarks, everyday math unit assessments, math continuum.
3	Leadership Roles			
4	Attendance	96%	96.4%	Power School Statistics summary page.
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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>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Monitor with consistency the data information programs and students trackers to ensure we are impacting student learning for our at risk students.</p>	<p>School Leader Responsible: Mrs. Tallent Ms. Toyebo</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> All at risk students would be provided with individual interventions to meet their learning needs.</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?)*
 Interventions are provided but we need to be more specific to individual student needs by providing intentional Professional Development to special education teacher, teacher assistants, and teachers that may need additional support.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Continue tracking individual progress by using student tracking charts. 1 st grade teachers and students will track bi-weekly progress of fluency. Kindergarten teachers and students will track bi-weekly progress of 25 high frequency words.	7-1 st grade teachers/8-Kinder teachers	Oct. 17, 2016- May 4, 2017	Student trackers
Individualize interventions by grouping students according to ability level. Monitor groups ensuring that they’re fluid and making sure individual students’ needs are being met.	7-1 st grade/8 kinder teachers	Sept. 12, 2015-May 4, 2017	Progress monitoring voyager, voyager benchmarks
Provide monthly Professional Development to teacher assistants , special education teacher, and teachers that need additional support.	Ms. Toyebo	Sept. 12, Oct. 3, Nov. 7, Dec. 5, 2016	videos, games, assorted resources

PROGRESS INDICATORS

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

Oct. 17, 2016	Students group and skill will be listed in small group lesson plans.	
Aug. 22, 2016	Updating data in My Data First/Principal and IC will review data weekly.	
Oct. 26, 2016	Student trackers will be reviewed the last Wednesday of each month and sent home to the parent the last Thursday of each month.	
Sept. 12, Oct. 3, Nov. 7, Dec. 5, 2016	Agenda and Sign In Sheet	

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> Consistently monitor the data information, math continuum, Everyday Math unit tests, three benchmarks, and the beginning, mid, and end year assessments in Everyday Math to ensure that individual student needs are met.</p>	<p>School Leader Responsible: Mrs. Tallent Ms. Toyebo</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> All at risk students would be provided with individual interventions to meet their learning needs.</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?)*
No math interventions are being provided at this time, and monitoring is only being done for unit tests and benchmarks. We need to be more grandeur with specific individual needs of students.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create small groups according to math continuum and performance to meet individual student needs.	7-1 st grade and 8 kinder teachers	Sept. 12, 2016-May 19, 2017	Manipulatives, Everyday Math games, assorted resources
Weekly walk throughs or principal observations to ensure small groups are being taught to the at risk students.	Mrs. Tallent, Ms. Toyebo	Oct. 10, 2016-May 19, 2017	Informal Observations

Provide Monthly Professional Development to teachers assistants and to special education teacher.	Ms. Toyebo	Sept. 12, Oct, 3, Nov. 7, Dec. 5, 2016	Videos, Games, Assorted Resources

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Sept. 12, 2016	Small groups will be listed within lesson plan template.	
Oct. 10, 2016	Weekly walk-throughs and/or principal observation. Principal and IC will discuss what they observed and provide feedback to teachers.	
Sept. 12, Oct. 3, Nov. 7, Dec. 5, 2016	Minutes will be attached to the agenda and the sign-in sheet.	

90-Day Action Plan – Priority #3

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> Develop teacher leaders by creating teacher led committees in the following areas: Safe and Healthy, Behavior, Parental Involvement, Attendance, and Curriculum.</p>	<p>School Leader Responsible: Mrs. Tallent, Ms. Toyebo, Mrs. Harris, Mrs. Shaul, Mr. Crawford, Mrs. Bellamy, Mrs. Martin, 7 1st grade teachers, 8 kinder teachers, teacher assistants</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Create a culture of collaboration and ownership.</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> Over using the same teacher leaders, which is creating resentment and burn out.</p>	
ACTIONS	

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create committees	Ms. Toyebo, Mrs. Tallent, 7-1 st grade teachers, 8 kinder teachers, specials teachers, teacher assistants	Aug. 2, 2016	Ranking list for committees
Calendar of when the committees will meet.	Mrs. Tallent, Ms. Toyebo	Sept. 1, 2016	2016-2017 School Calendar
Minutes, Agenda, questions, and sign in sheet	Mrs. Tallent, Ms. Toyebo	Aug. 2, 2016	Standard Minutes Form

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug. 2, 2016	List of committee members	
Aug. 17, 2016	Printed list of assigned committee members	
Sept. 7, 2016	Calendar Meeting Dates will be distributed	

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> To make parents aware of the importance of student attendance.</p>	<p>School Leader Responsible: Mrs. Tallent Mrs. Shaul</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Our attendance rate will raise to 96.4% or above.</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 do not realize every day is important. Parents are quick to keep little ones at home if they have the slightest illness, or they're tired, or if they just need to run errands.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Principal letter indicating the affect that absences have on school age children and how it also affects our school site A-F grade.	Mrs. Tallent	Monthly Letter	Written Letter
Attendance letters sent out once a month for those students who have more than four absences during the month.	C. Hendricks	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.	Mrs. Tallent K. Shaul	Weekly	Power-School Teacher Referral Form

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug. 26, 2016	Monthly statistical reports from power school	
Aug. 12, 2016	Weekly attendance reports from teachers	

Quick Win Plan (Only for first semester)

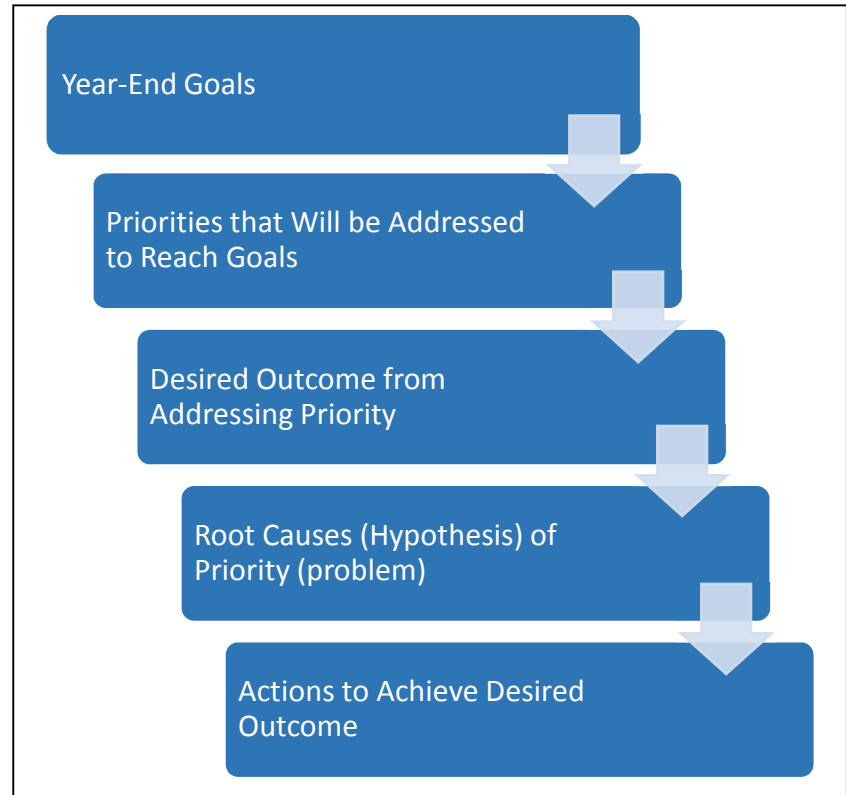
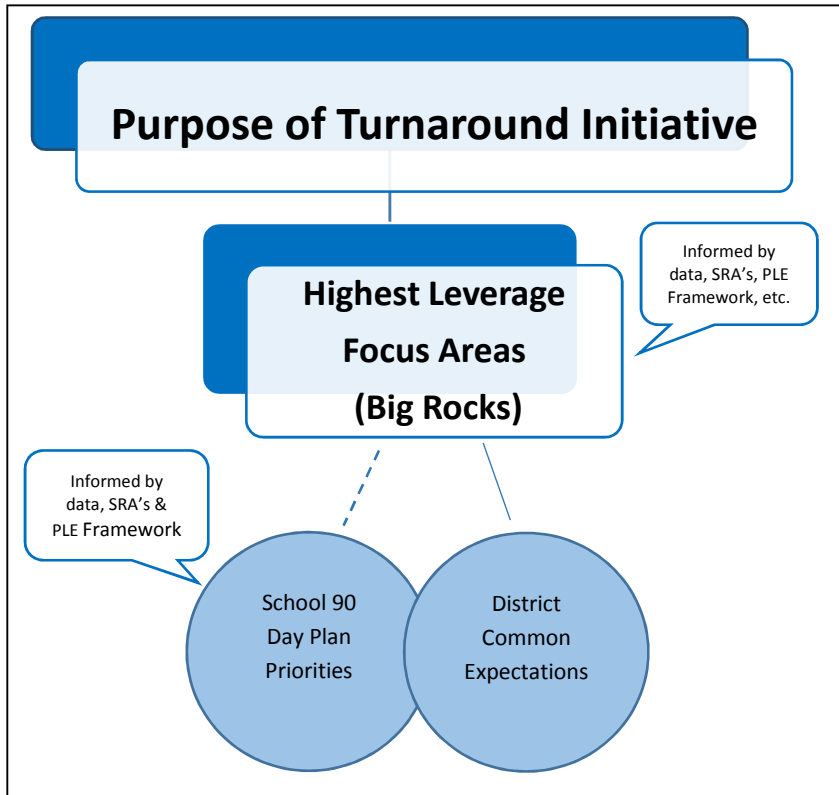
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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

In our back to school in-service meetings, we will be celebrating, re-dedicating the warrior way, and presenting the necessary professional development in a fun and exciting way. We will allow the teachers to collaborate in their content areas in order to help develop teacher leaders.

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

	Action	Person Responsible	Timeline
1	Create an agenda for back to school in-service	Mrs. Tallent	July 18, 2016
2	Required professional development (child abuse, bully prevention, multi-culture education, confidentiality, standards of conduct, internet usage, and Oklahoma Academic Standards)	K. Shaul, D. Sullivan, K. Harris, A. Toyebo, R. Tallent	August 1, 2016
3	Create a scavenger hunt activity to complete our required professional development(Blood Borne Pathogens, drug and alcohol awareness, autism, and our content area teacher leader groups.	Ms. Toyebo, Mrs. Tallent	July 27, 2016
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**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: *(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?				