



## 90 DAY ACTION PLAN

### Actions to be Taken and Root Cause Performance Challenges to be Addressed

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

**PURPOSE:** 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.

#### VISION FOR THE TURNAROUND INITIATIVE: ARTICULATE IN A FEW SENTENCES WHAT YOU HOPE TO ACHIEVE DURING THE COMING YEARS

Create a school system where no barriers exist to prohibit student achievement.									
LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 <sup>TH</sup> Grade Algebra, 2 <sup>ND</sup> Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)			
MATH BASELINE PROFICIENCY 2012-2013	MATH PROFICIENCY GOAL 2013-2014	LANG. ARTS BASELINE PROFICIENCY 2012-2013	LANG. ARTS PROFICIENCY GOAL 2013-2014	SCIENCE BASELINE PROFICIENCY 2012-2013	SCIENCE PROFICIENCY GOAL 2013-2014	___1 <sup>st</sup> grade fluency___ BASELINE 2012-2013	___1 <sup>st</sup> grade fluency___ - GOAL 2013-2014	___Math Benchmark #3___ BASELINE 2012-2013	___Math Benchmark #3___ GOAL 2013-2014
81%	85%	84%	90%			66%	76%	81%	89%

#### CORE PLAN: TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED DURING THE NEXT 90 DAYS

SCHOOL PERFORMANCE CHALLENGES	YEAR –END PERFORMANCE GOAL	ROOT CAUSES OF PERFORMANCE CHALLENGE	ACTIONS TO ADDRESS ROOT CAUSE(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR- END GOAL
In each row, describe one critical challenge your school faces ( <i>what problem are you trying to solve?</i> )	For each performance challenge, describe the long-term goal for performance ( <i>what specifically is possible and measurable?</i> )	For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause ( <i>why does this challenge exist?</i> )	List one or more specific actions you will take to address the root causes and pursue the goal ( <i>how</i> )	For each action, provide a timeline for completing the action ( <i>when</i> )	For each action, list the person responsible for ensuring the action is complete ( <i>who</i> )	Define what measureable evidence would indicate needed progress toward long-term goal by November ( <i>leading indicator</i> )
<p>UVA Recommends 3-4 Priorities – with a few primary actions with each priority; however, please adjust as needed based on your context. Initial actions/plan to be adjusted throughout the semester: implementing with deeper fidelity, halting unsuccessful tactics and introducing new actions as helpful</p>						

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Sunset Elementary will align the 3rd reading and math benchmark assessments to the CCSS to ensure deep rigor.	Benchmark 3 will have rigor to challenge all students. With proficiency scores of: Reading: 85% Math 89%	1. Did not have usable pacing guide. 2. Benchmarks were not aligned to CCSS and pacing guide. 3. Benchmarks were not rigorous with Bloom’s level 2 and above questions.	Provide teachers with 30-45 questions from SchoolNet with a focus on level 2 or above questions.	January 24, 2014	A. Taylor L. Grubb	Questions printed from SchoolNet
			During a PLC, teachers will suggest which questions to eliminate.	January 28 <sup>th</sup> and 30 <sup>th</sup> .	J. Lynch P. Ryburn	Agenda minutes, test questions with teacher revisions.
			Final benchmark 3 assessment will be given to the teachers on February 3, 2014 which is 4 weeks prior to the test window.	February 3, 2014	L. Grubb	Final benchmark distributed with teacher signature.
Increase rigor in whole group instruction.	Teachers will be able to write a lesson plan with built in Blooms taxonomy questioning at level 2 or higher. Instructional delivery will reflect Blooms level 2 and above questioning and application.	1. Teachers do not understand Blooms taxonomy levels. 2. Teachers do not know how to ask questions and provide activities that reflect rigor in the lesson.	Benchmark 3 questions will be given to teachers to guide them in their planning of instruction.	February 3, 2014	L. Grubb	Teacher signatures upon receiving benchmark.
			Teachers will use the Common Core State Standards flip chart Blooms section to aid in planning instruction.	During PLC’s January 14 & 16, 2014	P. Ryburn J. Lynch	PLC minutes.
			<a href="http://www.planbook.com">www.planbook.com</a> will be reviewed weekly to ensure rigorous instruction.	Friday afternoons and Monday mornings weekly.	L. Grubb	Teachers lesson plans from <a href="http://www.planbook.com">www.planbook.com</a>

			<p>After watching Blooms Taxonomy levels of questioning PowerPoint and participating in Blooms questioning sort, teachers will create blooms taxonomy questions level 2 and above using a self-selected text during a PLC.</p> <p>Instructional coach will assist the teachers with lesson planning that will include Blooms questioning.</p> <p>Principal will observe classrooms with a focus on questioning to ensure rigor is occurring using levels of questioning observation form. 4 classrooms will be visited each week, teachers will be given feedback on their TalentEd. walk through form which will be sent to their TalentEd. folder.</p>	<p>February 11 &amp; 13, 2014</p> <p>1<sup>st</sup> grade- January 6-24, 2014 Kindergarten- February 17-28, 2014</p> <p>Jan. 22, 2014- April 14, 2014</p>	<p>A. Taylor P. Ryburn J. Lynch</p> <p>A. Taylor</p> <p>L. Grubb</p>	<p>PLC minutes, Blooms Taxonomy PowerPoint and sorting activity. See attached: PowerPoint and sorting activity.</p> <p><a href="http://www.planbook.com">www.planbook.com</a></p> <p>TalentEd. computer based observation program. See attached: levels of questioning observation form.</p>
Implement individual data analysis meetings.	Leadership team will be able to conduct individual data analysis meetings. Each teacher will be able to use data to formulate an action plan.	<p>1. We are able to look at the data but unable to break it down granular so it is usable in an action plan.</p> <p>2. Previous action plan template didn't lend to action.</p>	Explain the process of individual data analysis meetings.	PLC meeting January 14 and 16, 2014	L. Grubb A. Taylor J. Lynch P. Ryburn	PLC agenda sign in sheet and minutes
			Create a template to use in the data analysis meetings.	January 31, 2014	L. Grubb A. Taylor	Template
			Using data from Paul Bambrick's book, teachers will be trained during the data	February 5, 2014	L. Grubb A. Taylor	Paul Bambrick's example data from

			day teachers will be shown how to use the data analysis form.		J. Lynch P. Ryburn	the book Driven by Data Data analysis template, PIC sign-in sheet and minutes.
			Leadership team will role play various scenarios of a data analysis meeting.	February 25 & 27, 2014	L. Grubb A. Taylor J. Lynch P. Ryburn	PLC sign-in sheet and minutes.
			During data day meetings teachers will view videos of data analysis meetings in action.	February 5, 2014	L. Grubb A. Taylor All certified classroom teachers	Data day sign-in sheet and minutes.
			Teachers using 3 <sup>rd</sup> benchmark data will complete the data analysis form.	March 10-13, 2014	All certified classroom teachers	Data analysis forms
			Leadership team will conduct individual data analysis meetings with all classroom teachers.	March 26, 2014 Data day.	L. Grubb A. Taylor J. Lynch P. Ryburn All certified classroom teachers	Data day sign-in sheet and schedule. Copy of each teacher's data analysis template.

Sunset has many discipline referrals for infractions involving bullying. 2012-13 school year 41 incidents	Decrease the amount of discipline referrals for bullying by 20%.	Students come to school not knowing what the expectations are for Sunset. Teachers don't all use the same expectations and procedures.	Have one school wide matrix for expectations and procedures to meet expectations posted throughout the school.	7/30/2013	Kathy Shaull	PD agenda
			Go over what is a major infraction and what is considered a minor infraction to staff and students.	7/30/2013	Behavior team and all classroom teachers.	Observation during the first days of school. Lesson plans
			Have staff teach and model each procedure to students.	8/1/2013		
			Have a video library of procedures for students and staff to review.	7/30/2013		Viewable video on each teacher's computer desktop.
			Principal, counselor, teachers will hold an assembly to re visit anti bullying curriculum (Bully Proofing your School).	2/10/2014 Kinder 8:20-8:50 1 <sup>st</sup> 1:00-1:30	K. Shaull L. Grubb  Kinder and 1 <sup>st</sup> grade teachers.	Assembly  Modeling and participation.
Monitor Power School log entries for bullying infractions.	3 <sup>rd</sup> Friday of each month.	R. Bellamy A. Taylor  L. Grubb	Pictures posted on website.  PowerSchool discipline summary report.			
90 day action plan will be given and explained to staff to ensure everyone is aware of their	All components of the 90 day action plan will be completed.	Teachers are unaware of all steps and responsibilities of the 90 day action plan.	During staff meeting action plan will be handed out, discussed, and dates will be added into teacher's calendars.	February 5, 2014	L. Grubb	PD agenda, minutes, sign-in sheet.

responsibilities.						
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**Signatures:** Your signature indicates that the plan provides focus and urgency to move the turnaround initiative forward – and both district leaders and a school leadership team support the direction of the plan. Your signature also indicates a commitment to ambitiously pursuing these goals, addressing priority areas and monitoring progress, recognizing the plan and specific actions may need adjustment based on organizational learning and new data.

Lyn Grubb  
Principal

2/4/14  
Date

Cindy Hackney  
District Shepherd

2/4/14  
Date