



90 DAY ACTION PLAN

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

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 fluent and independent learners in a school that monitors, plans, and provides purposeful feedback to all stakeholders.									
LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 TH Grade Algebra, 2 ND Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)			
MATH BASELINE PROFICIENCY 2013-2014	MATH PROFICIENCY GOAL 2014-2015	LANG. ARTS BASELINE PROFICIENCY 2013-2014	LANG. ARTS PROFICIENCY GOAL 2014-2015	SCIENCE BASELINE PROFICIENCY 2013-2014	SCIENCE PROFICIENCY GOAL 2014-2015	1st Grade Fluency _____ BASELINE 2013-2014	1 st Grade Fluency _____ GOAL 2014-2015	Kindergarten on grade level Language Arts _____ BASELINE 2013-2014	Kindergarten on grade level Language Arts _____ GOAL 2014-2015
95%	97%	92%	94%			62%	70%	74%	80%

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 measureable?</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>)

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

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Monitor with consistency the effectiveness of literacy first assessments and Voyager intervention programs for their impact on student learning	To have an 8% increase in first grade fluency and a 6% increase in Kindergarten on grade level in Language Arts. A 10% increase in scaled scores from pre to post survey’s on Survey Monkey.	We have curriculums and interventions but consistent monitoring of these processes with precise documentation has not been in place.	Create individual student tracking charts for students and teachers to monitor weekly progress of individual students towards year end goals. Kindergarten will track 50 high frequency word progress. First grade will track fluency progress.	Feb. 2, 2015	A. Taylor L. Grubb	Literacy First fluency Assessment will increase to 70% in first grade, kindergarten PA and phonics will increase to 80%, Voyager Checkpoints, Progress Monitoring, and Dibels Next, Survey Monkey pre and post survey’s.
			During Feb. 4 th data day the new tracking system will be explained to classroom teachers. Copies will be provided. Implementation of tracking system will begin on Feb. 9, 2015.	Feb. 4, 2015	L. Grubb A. Taylor	
			Encourage parental awareness and support by providing individual tracking charts & explanation in the student’s daily folder weekly.	Feb. 9, 2015	L. Grubb A. Taylor Classroom teachers	
			Coach will focus on data systems on Monday & Friday’s to watch for growth and decline on individual students. Monitoring of teacher input of data	Jan. 26, 2015	A. Taylor	
			Lesson plans will be turned in weekly to monitor each student for movement in mastering skills or standards and to identify students in need of interventions.	Weekly starting the week of August 25, 2014	L. Grubb A. Taylor	

<p>Teamwork, collaborative planning and teacher expectations have not been adequately implemented.</p>	<p>100% of the teachers will participate in common planning to strengthen tier 1 instruction. . A 10% increase in scaled scores from pre to post survey's on Survey Monkey.</p>	<p>Some teachers still aren't able to work in a unified setting. Teachers may not understand the depth of the standard to produce high quality learning and work. Teacher's expectations vary from room to room.</p>	<p>Teachers will brainstorm and develop Norms for PLC common planning time.</p> <hr/> <p>Common planning time will be used to create the following week's grade level lesson plans.</p> <hr/> <p>PLC's will be re-structured to include more common planning that will help teachers understand the depth of the standard and increase the teachers expectation of students.</p> <hr/> <p>During common planning meetings teachers will discuss standards, collaborate different strategies and activities that will aid in high quality output for every classroom.</p> <hr/> <p>Provide time at the beginning of each PLC for teachers to share successes and struggles happening in the classroom.</p> <hr/> <p>Provide professional development monthly during PLC's on how teamwork and everyone working together benefits the students and staff. This will be done by participating in a team activity or watching a video. One teacher per grade level will be responsible for providing a teamwork activity.</p>	<p>Jan. 21, 2015</p> <hr/> <p>Jan. 21, 2015</p> <hr/> <p>Jan. 28, 2015</p> <hr/> <p>Jan. 28, 2015</p> <hr/> <p>Jan. 28, 2015</p> <hr/> <p>The first Wednesday of each month.</p>	<p>L. Grubb A. Taylor Leadership team (Lynch & Hendricks)</p> <hr/> <p>L. Grubb A. Taylor Classroom teachers</p> <hr/> <p>Lead and Classroom teachers</p> <hr/> <p>Classroom teachers</p> <hr/> <p>Assigned classroom teacher monthly</p>	<p>PLC agendas, participation in teamwork activities, common planning product of weekly lesson plans, Survey Monkey pre and post survey.</p>
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<p>To provide purposeful feedback to teachers during walk throughs.</p>	<p>Principal and Instructional coach will provide all certified teachers with 1 documented walkthrough per week. A 10% increase of scaled scores from the pre to post survey's on Survey Monkey.</p>	<p>Feedback has been too generic for teachers to be able to improve their instructional practices</p>	<p>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.</p>	<p>Beginning the week of August 25th</p>	<p>L. Grubb A. Taylor</p>	<p>Google calendars, TalentEd, Observation 360, Survey Monkey pre & post survey.</p>
			<p>Principal and Coach will use walk-through forms from TalentEd & Observation 360 to document and give immediate feedback to teachers through e mail.</p>	<p>Beginning the week of August 25th</p>	<p>L. Grubb A. Taylor</p>	
			<p>Copy of feedback will be emailed to the teacher, coach and principal.</p>	<p>Beginning the week of August 25th</p>	<p>L. Grubb A. Taylor</p>	
			<p>If follow up is needed Coach or Principal will schedule a time to discuss feedback. The follow up meeting date will be put into Google calendar</p> <hr/> <p>Each certified staff member will have at least one walk through per week with a feedback form emailed to them.</p> <hr/> <p>Coach will spend additional time each Tuesday and Thursday with Tier 2 teachers, to provide intensive classroom support on areas of concern observed during walk throughs.</p>	<p>Beginning the week of August 25th</p>	<p>L. Grubb A. Taylor</p>	
				<p>Beginning the week of Jan. 26, 2015</p>	<p>A. Taylor</p>	

Create an energized workplace that will enable staff to move from a comfort level to a passion level within their educational role at Sunset.	A 10% increase in scaled scores from pre to post survey's on Survey Monkey.	Our staff has become too complacent and comfortable within their role.	Leadership team will model and verbalize positive behaviors in all common areas and classrooms within the school.	Beginning the week of Jan. 20, 2015	Leadership team	Pre & post survey from Survey Monkey.
			Positive call backs and activity ideas printed on small cards and laminated for staff.	Feb. 4, 2015	A. Taylor	
			PPP's=Positive Principal Pop-in's, Principal will pop into classrooms to deliver positive comments to teachers and students at least 4 classrooms per day.	Jan. 20, 2015	L. Grubb	

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

____January 26, 2015_____
Date

District Shepherd

Date