



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):

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

To monitor with consistency the data information programs and student trackers to ensure we are impacting student learning for our at risk students.

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*

All at risk students would be provided with individual interventions to meet their learning needs.

School Leader Responsible:

L. Grubb

A. Taylor

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.

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
To individualize reading interventions. Students will be regrouped by levels within the Voyager program. This will give those retaining skills the chance to move faster within their group . Those still struggling will be given more targeted interventions to meet their needs.	Classroom teachers	January 4, 2016	Voyager materials and Voyager Benchmark data

Math continuums will be used to create groups for math interventions	Classroom teachers	January 4, 2016	Grade level created continuum
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

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
1/4/2016	Student groups and skill will be listed in math intervention lesson plans	
9/4/15	Classroom teachers will have all data entered into collection systems. Principal and Coach will begin reviewing data weekly	
1/4/2016	Student Tracker will be review the last Wednesday of each month and send home to the parent the last Thursday of each month	

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 our customers (students, teachers, parents) with a positive atmosphere to work and learn where they feel valued and supported.</p>	<p>School Leader Responsible:</p> <p>L. Grubb</p> <p>A. Taylor</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Our customers will feel valued and supported.</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>We don't always slow down and make sure everyone feels valued.</p>	
ACTIONS	

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide information to parents through Benchmark information sheet, Student Trackers, report cards, newsletters, Facebook, apswarriors.com	L. Grubb A. Taylor	January 4, 2016-May 20, 2016	Benchmark Information Sheet Student Trackers Newsletters, Facebook, apswarriors.com
Provide teachers with professional development by using the expertise of colleagues to increase active engagement in the classroom.	L. Grubb A. Taylor	January 4, 2016-May 20, 2016	Activities from classroom teacher
Provide students with student trackers so they can see their own progress and use the data to provide information to make sure each student's needs are being met.	16 classroom teachers	January 4, 2016-May 20, 2016	Trackers Fluency -1 High Frequency Words -K
Give shout outs of recognition to staff that goes above and beyond by using the recognition box. Recognitions will be read during Shine Time on Monday mornings. Staff lunches and activities to keep morale high.	L. Grubb A. Taylor	January 4, 2016-May 20, 2016	Recognition box
Give shout outs to students with perfect attendance, birthdays, showcase classes or other achievements during Shine Time	L. Grubb	January 4, 2016-May 20, 2016	Calendar of birthdays, Schedule of classes to showcase, Powerschool for perfect attendance

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
1/4/2016	Parent feedback, views, likes and shares on Facebook	
1/4/2016	Teachers -Walk-throughs (see who has taken what they learned and put into action in their classroom). Atmosphere staying positive for staff.	
1/4/2016	Students- Walk-throughs and hall time visiting with students about their accomplishments. Engagement of students within the classroom.	

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 thru May , 2016	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
We will do an activity on roles and responsibilities of teachers and support staff similar to the activity done at the district PLC	L. Grubb	January 4, 2016	Activity during Professional Development Day

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 1/4/2016	Book Study Presentation on Professional Day Have staff realize how important each role is to make our school run smoothly.	

90-Day Action Plan – Priority #4

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 make parents aware of the importance of student attendance	School Leader Responsible: L. Grubb B. Coker
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.	
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> Parents don't realize every day is important. Parents are quick to keep little ones at home if they have the slightest illness. The 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	Monthly letter	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	

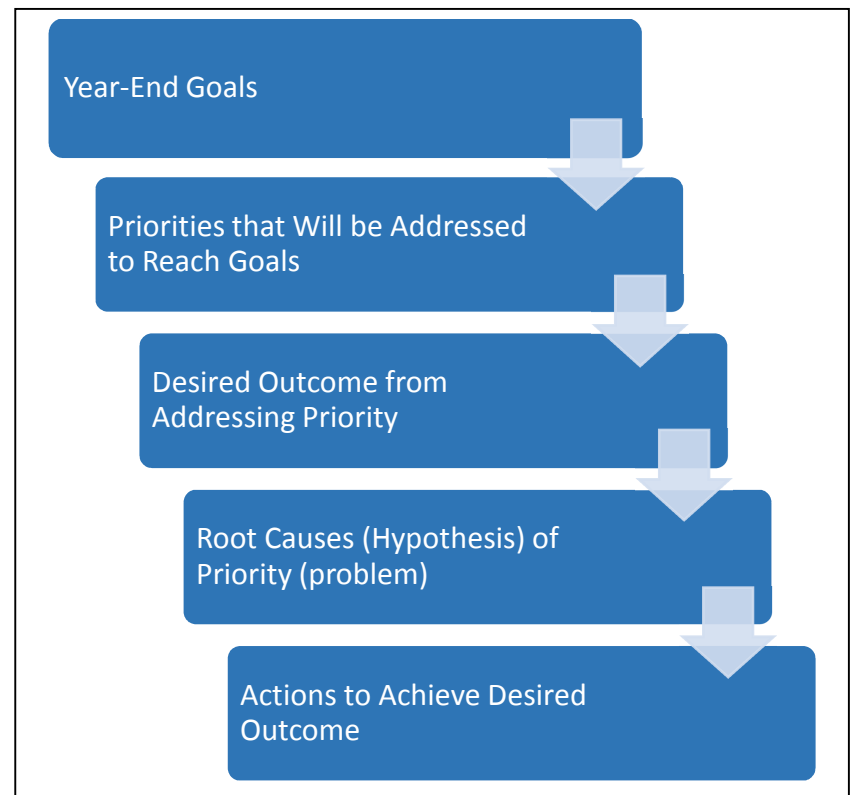
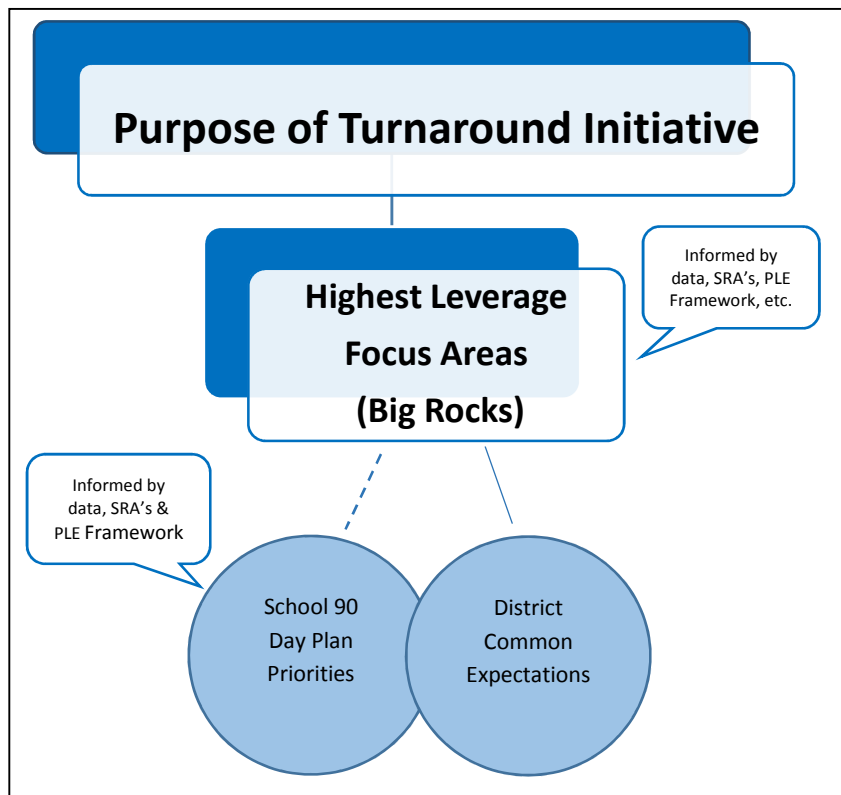
Quick Win Plan

(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?

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?	X			
Have measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?	X			
Big Rocks & School’s Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school’s specific needs?		X		
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?		X		
Does the school’s priorities align with the district’s focus areas (Big Rocks).	X			
Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?		X		
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)?		X		
Has each root cause been identified through intentional analysis of the problems—e.g. The 5 Why’s or Fishbone exercises—that		X		

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.		X	X	
Are the identified actions specific enough to ensure focus on the acknowledged priorities?		X		
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?	X			

Lyn Grubb – Principal

April Taylor – Instructional Coach