



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-94% 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-96% 1 st grade-96%	Three yearly benchmarks, everyday math unit assessments, math continuum.
3	Attendance	96%	96.5%	Power School Statistics summary page
4				
5				

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):			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Monitor data programs weekly to ensure we are impacting student learning for our at risk students.		School Leader Responsible: Mrs. Tallent Ms. Toyebo	
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.			
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> Interventions/small stations are provided , however, we need to be more intentional with our strategies/differentiation while students are working independently.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Continue tracking individual progress through My Data First and voyager weekly.	Mrs. Tallent and Ms. Toyebo	Jan. 3 rd -May 4, 2017	My Data First/ Voyager
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	Jan. 3 rd -May 4, 2017	Progress monitoring voyager, voyager benchmarks shared Google Calendar
Provide monthly Professional Development to teacher assistants , special education teacher, and teachers that need additional support.	Ms. Toyebo	Jan. 25 th , Feb. 22 nd , March 29 th , April 26, 2017	videos, games, assorted resources
Develop and administer common assessments to provide students an opportunity to become more independent test takers and to provide teachers data regarding student readiness for upcoming benchmarks and end of year achievement.	7-1 st grade teachers	Feb. 3 rd and April 21, 2017	Common assessments
Develop activities and accountability strategies that will meet individual student needs based on differentiated levels of students during independent stations.	8-Kindergarten teachers and 7-1 st grade teachers	Jan. 2-April 28, 2017	Interventioncentral.org, assorted resources
PROGRESS INDICATORS			

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Jan. 2, -May 4, 2017	Students group and skill will be listed in small group lesson plans.	
Jan. 6,-May 12, 2017	Updating data in My Data First/Principal and IC will review data weekly.	
Feb. 3 and April 21, 2017	Common Assessments	
Jan. 25 th , Feb. 22 nd , March 29 th , April 26, 2017	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?)*
Interventions are being provided, however, we need to be more intentional with our independent student stations, making sure they are reflecting the data.

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	Jan. 3-May 5, 2017	Manipulatives, Everyday Math games, assorted resources
Weekly walk throughs or principal observations to ensure teachers are differentiating and holding students accountable during independent student rotations.	Mrs. Tallent, Ms. Toyebo	Jan. 3, 2017- May 5, 2017	Informal Observations

Provide Monthly Professional Development to teachers assistants and to special education teacher.	Ms. Toyebo	Jan. 25 th , Feb. 22 nd , March 29 th , April 26, 2017	Videos, Games, Assorted Resources
Monitor the math continuum to check for student progress and fluidity every two weeks.	Mrs. Tallent and Ms. Toyebo	Jan. 19 th , Feb. 9 th , Feb. 23 rd , March 8 th , March 29 th , April 13 th , April 27, 2017	Math Continuum

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Jan. 3 rd -May 4, 2017	Weekly walk-throughs and/or principal observation. Principal and IC will discuss what they observed and provide feedback to teachers.	
Jan. 25 th , Feb. 22 nd , March 29 th , April 26, 2017	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> To make parents aware of the importance of student attendance all day, every day.</p>	<p>School Leader Responsible: Mrs. Tallent, Mrs. Shaull, Cassi Hendricks</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Our attendance rate will raise to 96.5% or above. Tardies will decrease by 10% or more.</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> Parents do not realize every day, all day is important. Parents are quick to keep little ones at home if they have the slightest illness, or they're tired, need to run errands, or just want to sleep in.</p>	

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	Jan. 3, 2017	Written Letter
Attendance letters sent out once a month for those students who have more than four absences during the month.	C. Hendricks	As they occur the 4 unexcused absences	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. Shaull, Cassi Hendricks	weekly	Power-School Teacher Referral Form
Reward classes with the most growth of reduction of tardies and absences per month, while rewarding those with perfect attendance and no tardies as well.	Mrs. Tallent, Mrs. Shaull	Jan. 31, Feb. 28, March 31, April 28, May 12, 2017	Power School

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Jan. 31-May 12, 2017	Monthly statistical reports from power school	
Jan. 13-May 12, 2017	Weekly attendance reports from teachers	

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>	School Leader Responsible:
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>	

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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?)*

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ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source

PROGRESS INDICATORS

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

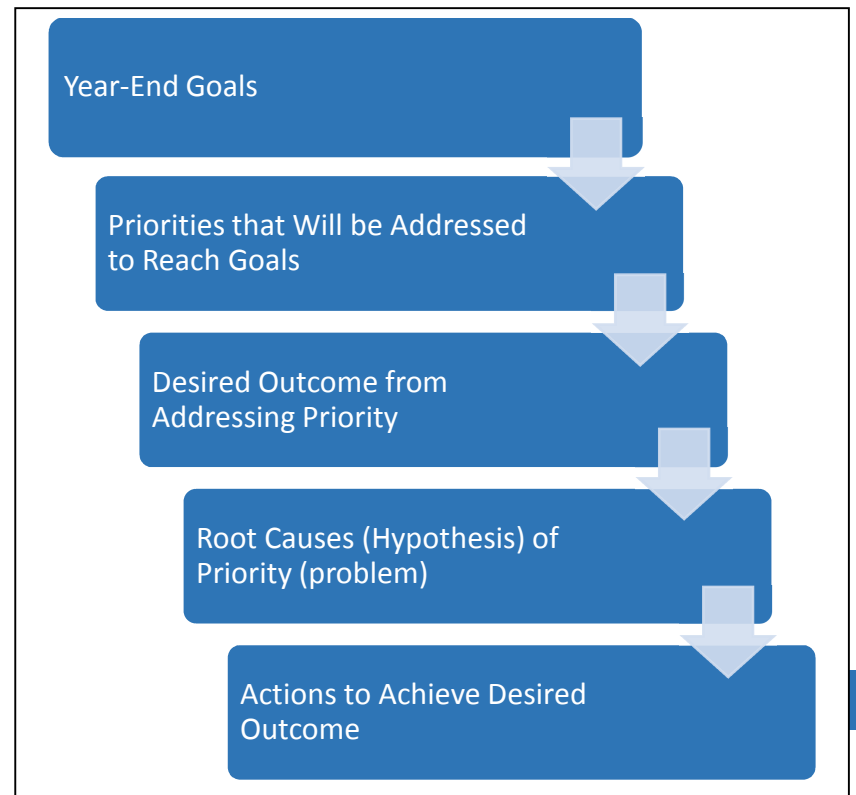
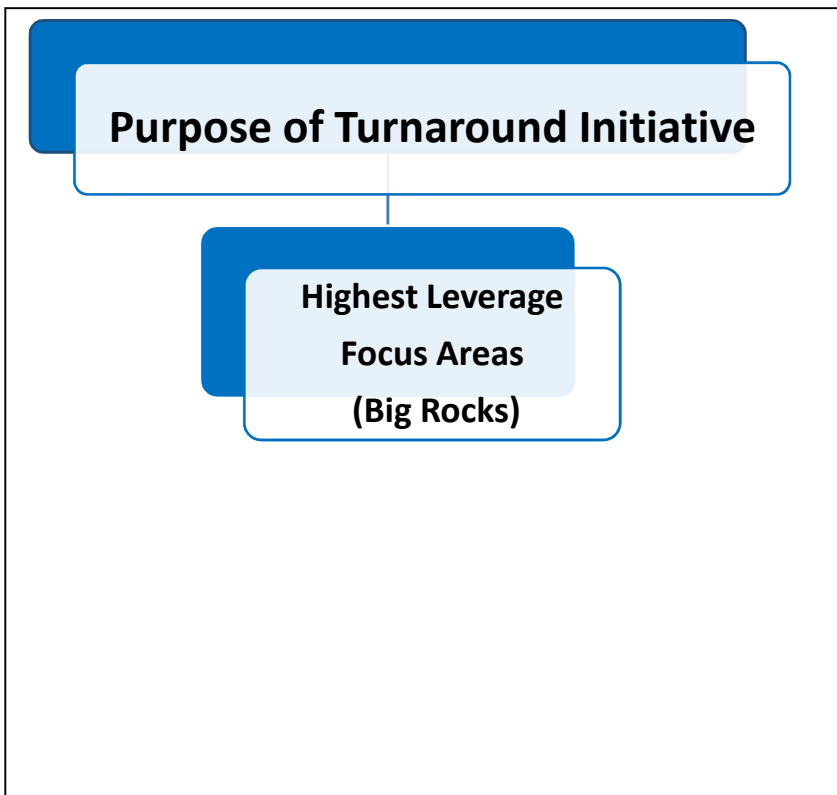
Quick Win Plan
(Only for first semester)

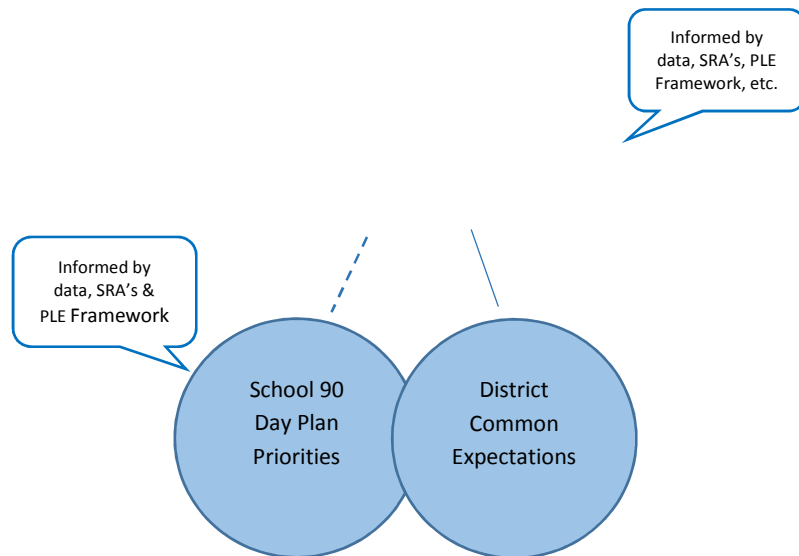
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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