



90-DAY ACTION PLAN

District: Anadarko
School: Anadarko Middle
Principal: LaVonda Bost

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.

Leadership works with collaborative teams to improve school level systems and structures that impact student learning.

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	2015-16 RESULTS	2016-17 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	5 th – 53% 6 th – 52% 7 th – 74% 8 th – 77%	6 th – 63% 7 th – 62% 8 th – 84%	CRT results; Progress in 7 th /8 th grade ACE; Benchmarks
2	Math Proficiency	5 th – 55% 6 th – 65% 7 th – 64% 8 th – 57%	6 th – 65% 7 th – 75% 8 th – 74%	CRT results; Progress in 7 th /8 th grade ACE; Benchmarks
3	Attendance	94% Attendance	95%	Weekly attendance tracking through reports
4	School Culture	1367 Referrals	1230 referrals	Discipline referrals reduced by 10% monitored through monthly reports
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.

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?)*
Proficiency levels in Math and Language Arts

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
All individual students will show a 10% gain in each subject area.

School Leader Responsible:

**Bost, Steverson, Jaramillo,

Tahsuda**

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?)*
Teachers are not providing adequate opportunities to measure individual student standard mastery. Current exit slips are not providing the information needed to prove independent mastery. Lessons are not providing students with the needed active engagement.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Providing teachers with adequate time to review and plan using new standards	All teachers	Aug. 3, 2016	New OAS standards
One PLC each month will be dedicated to standards review	All teachers	Aug. 15-April 7	New OAS Standards & data from CA, BM, students’ work
45 minutes of each data day will spent meeting by content areas	All teachers	District data days	New OAS Standards & data from CA, BM, students’ work
Teachers will create exit slips with more rigor and be prepared to discuss and bring examples to PLC’s.	All teachers	Aug. 8-May 18	New OAS standards and lesson plans
<ul style="list-style-type: none"> Teachers will include active engagement activities with appropriate rigor within their AOL lesson plans. monitoring through walk-throughs and observations to compare lesson plans with visible evidence 	All teachers Bost Steverson Jaramillo Tahsuda	Aug. 8-May 18	AOL lesson plans

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug. 8, 2016	Lessons will reflect new standards.	Instructional coaches may have to provide PD for those struggling.
Aug. 8, 2016	Exit slips should be contained in the baskets on the door of each classroom.	Instructional coaches may have to provide PD for those struggling.
Aug. 8, 2016	Teachers will highlight the active engagement portion of lesson plan to provide clarity of expectations to be visible in observations.	Bost, Steverson, and/or Instructional coaches may have to provide PD for those struggling.

90-Day Action Plan – Priority #2

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> Lack of consistent attendance		School Leader Responsible: Bost & Attendance committee: White, Steverson, Teel, Riley G. Williams, Lucero	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Student attendance rate will be at 95% or greater			
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> Student's lack of relationships with staff and peers along with bullying issues and poor classroom management play a role in poor attendance. Parent's lack of understanding of the importance of attendance, student illnesses, and absences due to mundane reasons may also play a role. This is based on previous year's attendance records.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Counselors meet with each student in order to build rapport and follow up on possible student's needs or issues that	Clift/Matlock	Once quarterly	Avid notebook & Powerschool access

Parents and students will commit by signing attendance compact at enrollment	Parents/students`	By Aug 12	AMS Honor Code Title I form
Quarterly rewards for being on time	Attendance committee	9 weeks	Reward and specific criteria
Create an environment that will foster relationships between students and staff through SWAG: Steadfast Warriors Achieving Goals -During this time teacher will meet individually with student to ensure personal accountability and foster a personal connection.	SWAG teachers (all teaching staff)	Daily for 30 minutes	AVID notebook Teacher PD
During SWAG counselors will provide lessons on character ed, drugs, anti-bullying to be pushed out to SWAG teachers.	Clift/Matlock	Aug 8-May 18	Activities/lessons

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
12-16-16	95% or greater attendance rate according to Powerschool attendance summary page	Additional parent contact and/or counseling meeting for not adhering to signed attendance compact.

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 create a positive school culture for staff and students</p>	<p>School Leader Responsible: Bost Matlock Clift Steverson Jaramillo Tahsuda</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Increased respect for self and others which will in turn decrease the amount of discipline issues therefore creating a positive school culture.</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> Lack of consistent classroom management and expectations has resulted in discipline and behavioral issues.</p>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
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Modeling and practice student leadership roles to increase respect between staff members and students	Teacher/student Bost, Steverson, Jaramillo, Tahsuda	16-17 school year	Modeling and practice leadership roles
Character word of the week SWAG (refer to priority 2 for explanation)-Counselor character ed Build relationships with students through SWAG period	Classroom teacher Clift/Matlock SWAG teachers	16-17 school year	Word list Character Ed program AVID Binder
Create a behavioral matrix for school wide implementation	All staff/Bost, Steverson	Aug. 1-3	none

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
16-17 school year	Less behavioral issues noted by fewer disciplinary referrals	Counselor and admin meet one on one with students
16-17 school year	Increased respect among school community noted by fewer disciplinary referrals	Increased school to home communication through phone calls, & conferences

Quick Win Plan (Only for first semester)

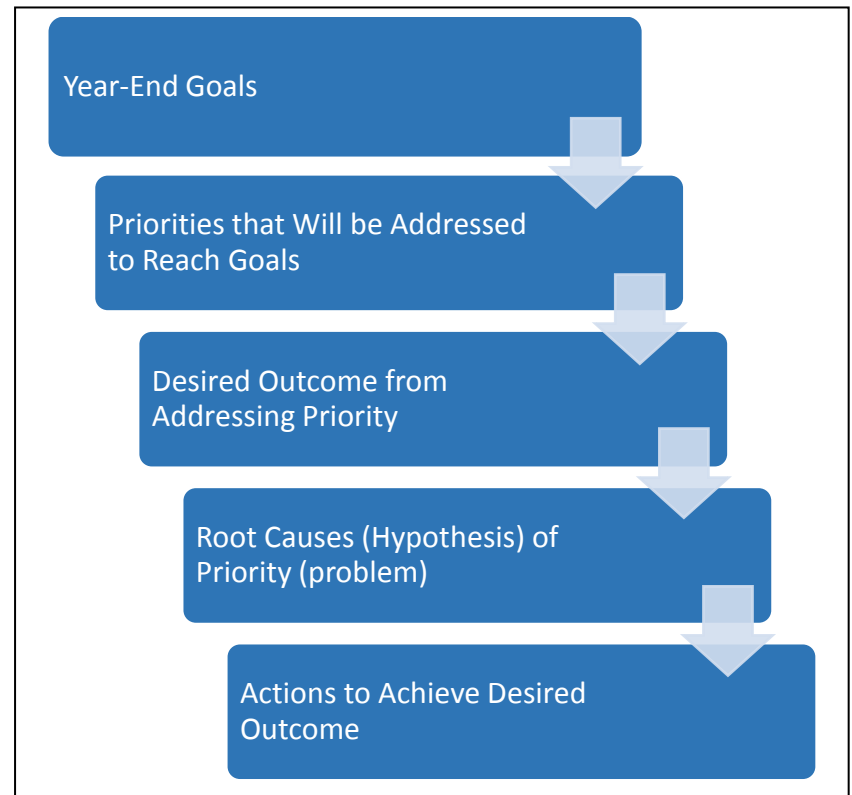
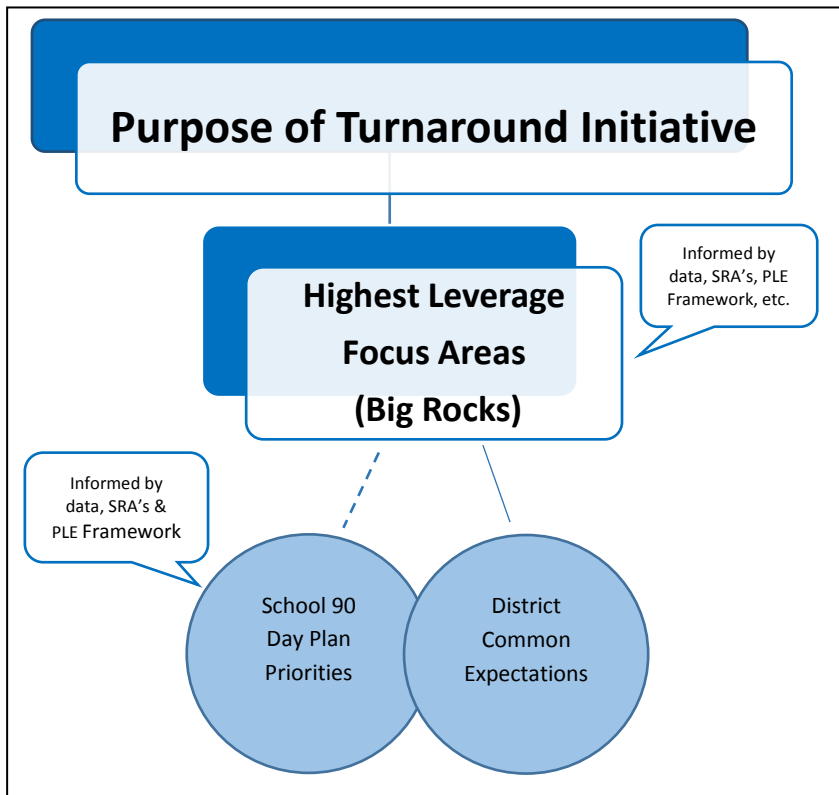
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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

What if we put students into leadership roles by increasing responsibility SO THAT students work together in order to improve classroom management and create a learning environment conducive to building mutual respect among peers and staff.

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

	Action	Person Responsible	Timeline
1	Teacher PD	Jaramillo, Tahsuda, Bost, Steverson	Aug. 1-3
2	New Teachers PD	Jaramillo/Tahsuda	July 28-29
3	Observations for feedback	All teachers	Aug. 8-19
4	Teacher Modeling in classrooms	Jaramillo, Bost, Tahsuda Steverson	Aug. 22-Sept. 2

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?				