



## Partnership for Leaders in Education

Darden School of Business  
Curry School of Education

# 90-DAY ACTION PLAN

District: Anadarko Public Schools

School: Anadarko High School

Principal: Tony Summers

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.

**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	2016-17 RESULTS	2017-18 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency			State Test
2	Math Proficiency			State Test
3	Improve Student Mindset (college/career readiness)	ACT Composite Score of 17.7	Increase ACT Composite Score to 18.2	2017 ACT Results
4				

**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?)*  
 Continuing the growth mindset of students will be one of our priorities going into the 2017-18 school year. With a mindset shift towards believing that success is possible and that students can achieve things if they set their mind to it and work for it. This should be the number one priority because if this changes we will see a systemic change in grades, test scores, attendance, and the overall culture of the school.

**School Leader Responsible:**

**Tony Summers**  
**Larry Nunn**  
**Leah Bauman**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*  
 By changing the mindset students will have a strengthened belief in their abilities which in turn will improve their overall grades, increase test scores, help reduce discipline issues, and minimize absenteeism. The overarching goal is to ultimately enable students to be more successful after graduation by being able to get into college or trade school and then actually complete the program of study setting them up to be capable, productive citizens that can contribute positively to our society while supporting themselves and their families.

**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?)*  
 Many students have been conditioned to believe that they cannot be successful or that they are stuck with whatever their current circumstances are. They are content to simply finish high school and then “get by”. They do not believe they can or need to better themselves by becoming more educated or receiving training in a field that will enable them to enter into a career. Students will state that they “are dumb” or that they know they would never be able to finish college so “why bother”. Students have also said that their parents get by without having gone to college or obtaining some career training so “why should they do anything extra”.

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Deliver student centered instruction that creates critical inquiry from the students. Teachers will know what the expectations are and what look-fors will be used during walkthroughs.	Administration and teaching staff.	Beginning 1/3/18	<ul style="list-style-type: none"> <li>PD to ensure that teachers know what the expectations are for their instructions..</li> <li>Walkthroughs on a regular (min. weekly) basis.</li> <li>Coaching of teachers as needed.</li> </ul>
AVID trained teachers will provide PD to staff in order to provide engagement strategies.	Administration and AVID trained teachers.	PD will be given during the In-service 1/3/18	<ul style="list-style-type: none"> <li>AVID summer training session in June.</li> <li>Any technology or manipulatives needed for delivering PD.</li> </ul>

		and then during PLCs throughout the school year.	
Continued readings to develop more in depth understanding of what the Growth Mindset is while providing ideas for how to implement it in the classroom.	Administration and teaching staff.	During the In-service 1/3/18 and then during PLCs throughout the school year	<ul style="list-style-type: none"> <li>● Growth mindset articles</li> <li>● Growth mindset websites</li> </ul>

**PROGRESS INDICATORS**

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Beginning 1/3/18	Administrator and instructional coach walkthroughs.	Provide individual coaching for teachers that need some assistance.

**90-Day Action Plan – Priority #2**

<b>Turnaround Initiative Focus Area (Big Rock):</b>	
<p><b>School’s Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Significantly reduce the number of students that are on the failing list for two weeks in a row or more. Establish a policy of no tolerance for students having zeros in the gradebook or just not doing their work. “Doing nothing in school cannot be an option.”</p>	<p><b>School Leader Responsible:</b>   <b>Tony Summers</b>  <b>Larry Nunn</b>  <b>Leah Bauman</b>  <b>Karen Williams</b>  <b>Jessica Barrett</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Students will learn that not trying is not accepted at Anadarko High School which will result in considerably fewer failed classes.</p>	
<p><b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> Students have been allowed to simply not complete the required classwork with the only real consequence being that they receive a zero. They have learned to accept a zero over the risk of trying and failing.</p>	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
All students will have a mentor teacher assigned to them who will stay with them their entire time at Anadarko High School. Mentor teachers will develop relationships with the student to enable them to communicate with and help the student when needed.	Administration and all teaching staff.	Beginning the first full week of school. 1/8/18	<ul style="list-style-type: none"> <li>● Mentor list assignments</li> <li>● Time to meet with students on a regular basis.</li> <li>● Access to students grades (Powerschool)</li> </ul>
Anadarko High School will have an advisory hour once a week to provide mentoring for all students. One of the goals for the advisory period will be to help students stay off the failing list to begin with by adopting a zero tolerance for zero policies.	Administration and all teaching staff.	1/8/18	<ul style="list-style-type: none"> <li>● Advisory schedule</li> <li>● Guidelines for all teachers to follow during advisory hour.</li> <li>● Assign students to teachers.</li> </ul>
Teachers need to understand and be on board with what we are trying to accomplish with the advisory hour. The administration will develop an expectation of teachers for the advisory hour.	Administration and instructional coach.	1/3/18	<ul style="list-style-type: none"> <li>● Advisory hour expectation handout.</li> </ul>
Teachers need to develop alternative assignments for students that miss class time that simply cannot be made up. The alternative assignments should focus on writing and not be worksheets.	All teaching staff	Beginning with first week of semester.	

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Beginning 1/8/18	Failing list will be monitored on a weekly basis beginning after the second full week of school.	More focused instruction/mentoring for students that are on the failing list repeatedly.

### 90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock):	
<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Improve classroom instruction to increase student engagement, critical thinking skills, problem solving, and a growth mindset. A student centered classroom by improving the teacher's skills.	<b>School Leader Responsible:</b> <b>Tony Summers</b> <b>Larry Nunn</b>

<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Students will be more involved with what is happening in class, increase their knowledge, and learn to critical thinkers that can solve problems.	<b>Leah Bauman</b>
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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?)*  
There are some teachers that need some help with developing lesson plans that will enable them to provide engaging, differentiated, meaningful instruction. There is also a fundamental lack of understanding on how to implement engagement strategies in the classroom by some teachers. While some teachers may have lesson planning down to a science they may lack the necessary student relationship building skills needed to have an engaged classroom while others may struggle with classroom management. Most, if not all, teachers want to get better at their profession and will welcome coaching and help from the administration and instructional coach.

**ACTIONS**

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Ensure that the basics are being done properly in the classroom by conducting walkthroughs on a regular basis.. <ul style="list-style-type: none"> <li>● Lesson Planning</li> <li>● Classroom Management</li> <li>● Student Relationships</li> </ul>	Tony Summers Larry Nunn Leah Bauman		<ul style="list-style-type: none"> <li>● Google Walkthrough forms</li> <li>● TLE Observations</li> </ul>
Provide coaching for teachers needing improvement. <ul style="list-style-type: none"> <li>● Pre-conference and planning               <ul style="list-style-type: none"> <li>○ Locating resources for lessons</li> <li>○ Engagement strategies</li> </ul> </li> <li>● Observation with Post conference/Reflection               <ul style="list-style-type: none"> <li>○ What worked?</li> <li>○ Easy fixes</li> <li>○ Look-fors on next walkthrough</li> </ul> </li> </ul>	Tony Summers Larry Nunn Leah Bauman		<ul style="list-style-type: none"> <li>● Google Walkthrough forms</li> <li>● TLE Observations</li> <li>● Engagement strategy examples</li> <li>● Sample lesson plans</li> </ul>

**PROGRESS INDICATORS**

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Beginning week of 1/8/18	Weekly walkthroughs performed by Summers, Nunn, and Bauman.	Training during PD and PLCs as needed to support the coaching continuum.