



# 90-DAY ACTION PLAN

District: Anadarko  
School: High School  
Principal: Mike Sparks

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.

To maintain the momentum that AHS has generated through the commitment to maintaining a professional organization that ensures the growth of our students. Positive peer pressure to be a professional educator now dominates the culture. The turnaround initiative commitment is designed to create a lasting way of conducting business at AHS. Commitment to a process in how we educate and reach the students of this community. The Warrior Way.

**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	English II 72%  English III 93%	English II 80%  English III 82% this would be 10% growth from grade 10. Class was 62% in grade 8.	Benchmark Test Results - Utilizing the pass rate from last year's BM results and EOI results from 14-15, data will allow staff to track / predict / adjust / schedule RTI = EOI success.
2	Math Proficiency	Alg I Winter 80%  Alg I 75%  Alg II 88%  Geometry 83%	Alg I Winter 80%  Alg I 82%  Alg II 90%  Geometry 88%	Benchmark Test Results – Utilizing the pass rate from last year's BM results and EOI results from 14-15, data will allow staff to track / predict / adjust / schedule RTI = EOI success.
3	Observation 1 Hour Per Day			Time Stamp on the software Talent Ed and Observation 360  Weekly calendar presented during HS admin team PLC
4	Counselor Attendance Data			Counselors weekly minutes and student signature page – Reduction of absences and the number of times students name

			appears on weekly report.
5	1 / 1 Data Meetings – Tier 1 Instruction Goal Analysis		Minutes from Teacher Observation Activity, Walkthrough form Time Stamped Talent Ed and Observation 360

**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.

\_\_\_\_\_  
 Mike Sparks  
 Principal Signature

\_\_\_\_\_  
 7/6/2015  
 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):

<p><b>School’s Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>          Intentional planning by HS Principal, Instructional Coach, Assistant Principal – Each person average 1 hour per day in classrooms. We didn’t stay consistent throughout the SY. Second Semester we all fell short of this goal.</p>	<p><b>School Leader Responsible:</b></p> <p><b>Mike Sparks</b></p> <p><b>Leah Bauman</b></p> <p><b>Larry Nunn</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>          Intentional classroom observation communicates that our day to day efforts matter. Intentional observation allows for evaluators to have better data for evaluation. Ensures that expectations remain high and that agreed upon “Best Practice” is implemented with fidelity.</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></p> <p>Testing / Parents / Students / Phone – Teachers feedback –Looking back at Talent Ed and Observation 360 data from SY 14-15, discrepancy between Semester 1 and Semester 2. Also by personal admission from admin team, and frustration / guilt / lack of time / not getting into enough classrooms. Also looking at data the from each source, discrepancy in the number of times some teachers were visited. Teachers have stated how much they appreciate the time spent in their rooms. Intentional observation has raised the level</p>	

of accountability for the building. Previous test scores compared to the scores we are getting now. Principal, IC and AP have to help push each other into the observations. As and admin team we discussed the frustration of not being in classrooms down the stretch. We all felt guilt; overwhelmed...this will provide opportunities for us to hold each other responsible to provide meaningful feedback and support. Support and feedback the teachers appreciate and desire.

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Intentional planning to schedule walkthroughs. Meeting with Principal, IC, AP – schedule / calendar. Meet on Friday following last PLC and show proof of time spent in rooms.	Mike Sparks	Aug 12, 2015 start date.	Talent Ed, Observation 360
Creation of a spread sheet with every certified teacher listed. Spread sheet will be developed as a monthly calendar. Principal, IC, AP will each have their own copy to mark day of each teacher observed. During weekly meeting, following last PLC – Admin team can compare notes, teachers observed to ensure uniform observations. This will also help build on Admin teams knowledge of best practice.	Mike Sparks	July 27, 2015. Begin tracking observation by Aug 12, 2015	Master Schedule (complete) Calendar Talent Ed Observation 360

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
August 21, 2015	The admin team will create a master list of all certified personnel. Each week during the admin team PLC, on Fridays, the team will present weekly calendar displaying the teachers that were monitored. The weekly calendar will allow the admin team to create a plane that ensures equitable coverage. Time will be monitored by utilizing Talent Ed and Observation 360 platforms. Each creates a time tracking device. All admin team members have access to the Talent Ed Walkthrough form. Observation 360 is emailed to the building principal once a walkthrough is completed.	The goal is to average 1 hour per day per person. The potential adjustment may have to be average 5 hours per week. Some days will make observing for an hour difficult. Working for reaching a total of 5, so long as not completed all in same day, may make the most sense.

## 90-Day Action Plan – Priority #2

## Turnaround Initiative Focus Area (Big Rock):

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> While EOI scores continue to trend in a positive direction, a review of students that failed to master EOI standards, demonstrates a direct correlation between attendance and failure to reach mastery.</p>	<p><b>School Leader Responsible:</b>  <b>Mike Sparks</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Beginning last year we implemented counselors tracking attendance and contacting students and families. The conversation centered on failing a class, school law...With new information, results...The conversation will include EOI testing and results. An emphasis on attending school, passing state mandated testing as part of the graduation process... Increased attendance by 10 students had the potential to raise Biology to over 80% pass. English II raised to 78%, Algebra I to 81%</p>	<p><b>Chellie Mollenkopf</b>  <b>Jessica Barrett</b></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> 68 Students out of 450 (15%) missed 18 or more days of school last year with combined AE and AU. Of the 31 Students that were Unsatisfactory on the EOI's (whole school all subjects) 19 students fall into this category of attendance. Also, when you look at attendance, there are students who either missed 18 days or were close. These students scored Limited Knowledge on EOI testing. Had they successfully answered 1 to 3 more questions correctly, we could have had higher success rates. Rates that could have moved Algebra I over 80%. Biology I over 80%. English II could have had zero students Unsatisfactory. Every year the Academy student struggle to demonstrate mastery on the EOI's. Attendance is awful! Many of the students in the Academy are there because of poor attendance in regular school to begin with. This is an attempt to improve mastery, decrease drop outs, increase graduation rates and create a connection with our community that school attendance is important.</p>	

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<p>Counselors will continue to attend weekly PLC's. Counselors will complete weekly student and parent contacts. Results, including student signatures, will be turned in electronically to the principal by 3:30 p.m. on Thursday of the week following PLC. The counselors did have an impact on attendance a year ago. I believe that by the change in personnel in the counseling office, the data from EOI, this piece of the system can be even stronger. This piece should aid the school in the areas of: 1) state testing 2) reducing dropouts 3) increase graduation rates 4) community relations and support 5) accountability for all professional staff.</p>	<p>Mike Sparks Chellie Mollenkopf Jessica Barrett</p>	<p>Aug 14, 2015 will be the target date for implementation.</p>	<p>PowerSchool</p>
<p>School Attendance Letters # 1 and # 2 – File kept of contact to parents. Mrs. Martin will keep records in a three ring binder that will be available upon request.</p>	<p>Diane Martin</p>	<p>Aug 21, 2105</p>	<p>PowerSchool</p>

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug 20, 2015	First due date for electronic submission by counselors due by 3:30 to principal.	Counselors will need training in the specific manner that I want the attendance count ran.
Aug 21, 2015	Record of attendance letters sent by Diane Martin.	Training Mrs. Martin on how to generate the report, letters, and record keeping.

### 90-Day Action Plan – Priority #3

## Turnaround Initiative Focus Area (Big Rock):

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>The high school will have 10 new staff members for the SY 2015-2016. During the last two years we have seen significant growth in teaching for mastery. In order to sustain this momentum, we believe a focus on “Who We Are and What We Do” is of the utmost importance. An intentional effort must be made to revisit our journey and celebrate the change validated by student and teacher success. The focus on Tier1 instruction will continue to be a priority. All research validates that the single most important factor for student to learn is the Teacher.</p> <p>Using data from SY 14-15 as evidence, AHS continued to show gains in students reaching mastery. English II had 72% of the students score proficient. This is an 8 point raise from 8<sup>th</sup> grade. More importantly, only 2 FAY students score Unsatisfactory. (both had attendance issues) The focus on teacher driven goals for personal growth in the area of Tier I instruction had a direct impact on EOI and BM scores during SY 14-15. The HS will have 11 new staff members and it will be vital to demonstrate the commitment to this process. In order to maintain the a dedication to teaching for mastery, it will be vital to complete training, have follow up conferences, model 1 /1, peer observation, and data analysis. This initiative will also keep a focus on creating a living resource of PD within the building. The building has seen a tremendous amount of growth in student mastery. With 10 new staff members, 11 new positions, it is imperative to keep pushing teaching to mastery. The intentional efforts of individual teacher to improve their skill sets combined with evidence, as well as professional development resources for the new staff and veterans, this priority will allow us to build on our idea of the “Big 3” tools that we know create mastery. 1) Performance based objectives 2) SAP – What are the kids doing to prove/show/demonstrate? 3) ISS- Exit slip connected to the Stated/Referenced/Tested objective that drives instruction.</p>	<p><b>School Leader Responsible:</b></p> <p><b>Mike Sparks</b></p> <p><b>Larry Nunn</b></p> <p><b>Leah Bauman</b></p> <p><b>Steve Sneed</b></p> <p><b>Cody Sims</b></p> <p><b>Kirby Ladyman</b></p> <p><b>Chellie Mollenkopf</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Implementation of this process will allow for the HS to continue the momentum created by advances in student learning. The focus has shifted to mastery and personal growth. Numbers from BM and EOI results solidify this belief. To continue to build on the pact of what is expected of a teacher in this building, it will be necessary to indoctrinate the 11 new teachers into the way we conduct business in the Anadarko District.</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?)*

Lack of clear expectations in the past. Lack of focus on the process. Lack of follow through on the part of all stakeholders.

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Tier 1 Instruction 90 day teacher plan (goal) Teachers will create an action driven Tier 1 Instruction goal. The goal will be focused on instruction as it pertains to the TLE and AHS Best Practice. Teachers will place goals in their bin in their classroom. Admin team will observe for implementation – provide a conference to discuss implementation and progress. Priority given to 1) Performance Based Objectives 2) ISS connected to Objectives –Exit Slips 3) Student Active Participation. (What are the students doing to prove they can complete the performance objective) 4) Concept Mapping	Mike Sparks Leah Bauman Larry Nunn	Goals will be written by Aug 4. All conferencing will be completed by September 18, 2015.	Goal Sheet (completed) PD on Goal Writing ( Aug 3) Sharing of AHS 90 day plan (Aug 3) Sharing of EOI Results (Aug 3) 4) PD on concept mapping (Aug 3)
PD on Concept Mapping, Exit Slips, Performance Based Objectives – Focus on SAP	Concept Mapping PD – Cassie Crowell Exit Slips PD – Leah Bauman, Steve Sneed, Chellie Mollenkopf 90 Day PD Goals – Mike Sparks	Aug 3, 2015	Examples of Concept Mapping – Cassie Crowell Examples of Exit Slips – Steve Sneed, Leah Bauman, Teacher Handbook Copy of 90 Plan AHS Mike Sparks Form to complete 90 Day Teacher Plan – Mike Sparks
Minimum of Two Peer Observations – Duration of 15 minutes 1) complete observation form and turn in 2) Share observation Experience at Data Day Number 2, 1 <sup>st</sup> Observation	AHS Staff	Prior to Data Day # 2, October 21	Forms for Observation – Completed Copy of Master Schedule in Teacher Handbook – Completed before Aug 3, 2015.
Modeling of 1 /1 data collection and data meetings. – This training will take place with the 11 new employees.	Mike Sparks, Leah Bauman, Cody Sims, Chellie Mollenkopf, Kirby Ladyman	Aug 5, 2015	Driven by Data Copies of BM # 1 Test from SY 14-15.
Presentation of the data to demonstrate our history and growth by subject area, by teacher, to demonstrate the value of the work.	Mike Sparks	Aug 5, 2015	EOI Test Scores broken down by teacher, by subject, and past results.

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug 5	Teachers will have completed Tier 1 90 day plan / goal	Ensure that all plans include steps / goals, that can be measured and that include a focus on teacher actions.
Aug 5	All PD completed	Follow up individual meetings with staff
October 21	Presentation of peer observations and potential implementation.	Ensuring due date and expectations during weekly PLC's
Aug 5	Amount of effort and intent placed on Tier 1 Instructional Goals that will lead to well written, specific (clarity) actions by the individual teacher. Goals will be performance based (evidence that can be measured) proven/demonstrated/implemented	
September 9	Successful 1/1 Data Meetings with the completion of Teacher Action Plans for Reteach/RTI and completion of Scatter Plot Charts	
October 21	Breakdown of BM # 1 from SY 15-16 – compared to predictions and compared to BM # 14-15	

### 90-Day Action Plan – Priority #4

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>			<b>School Leader Responsible:</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>			
<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>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source

<b>PROGRESS INDICATORS</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>	
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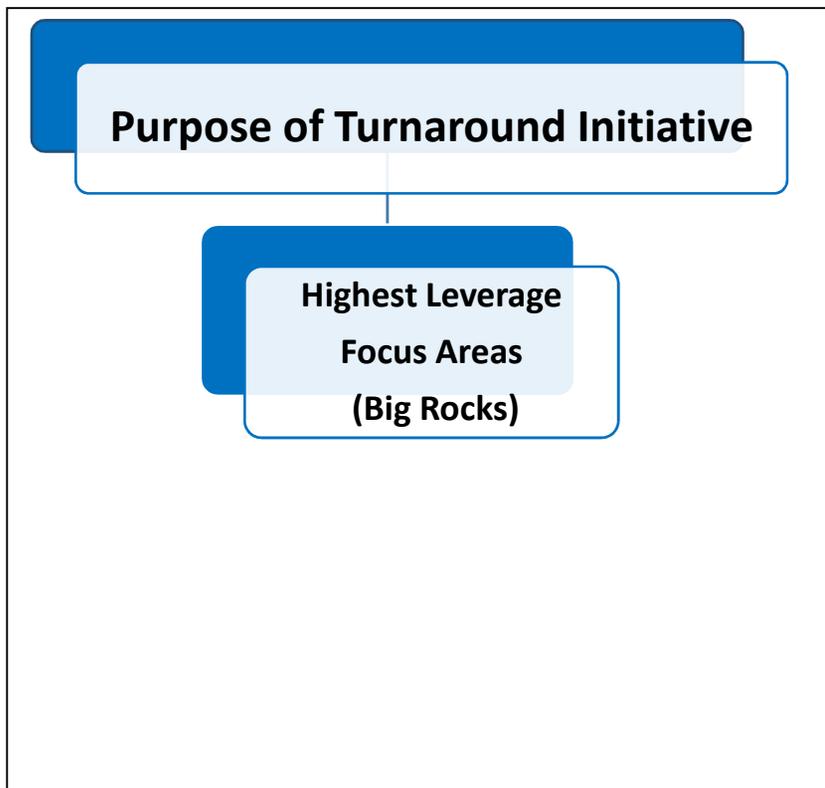
**Quick Win Plan**  
(Only for first semester)

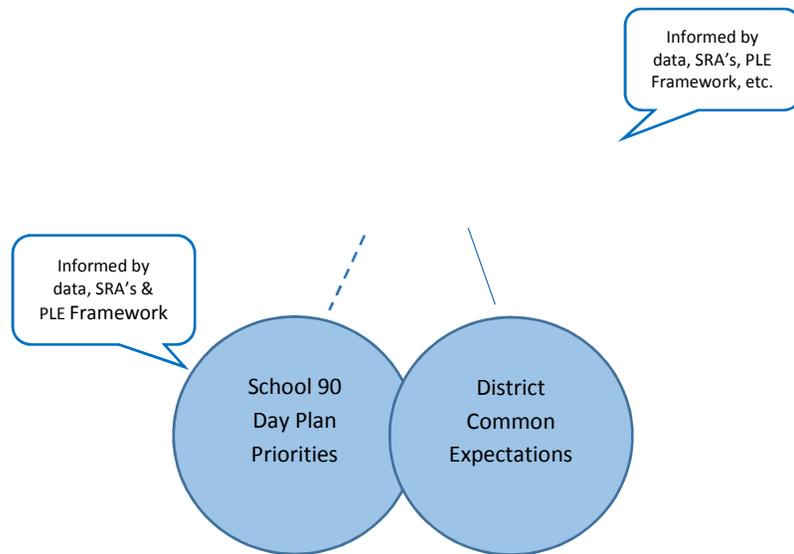
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should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

The numbers speak for themselves. By building of the momentum and peer pressure, we will recognize the success obtained by individual teachers and groups. Allowing individual to respond about their success, the work that went into the success, planning, intent....Positive Peer Pressure - Competition

<b>Identify up to 4 specific actions that will make the quick win plan happen.</b>			
	<b>Action</b>	<b>Person Responsible</b>	<b>Timeline</b>
1	Presentation of Data EOI Results from 2014-2015  Cassie Crowell – 28 point gain in Biology. 32/39 with 34% Advanced – Concept Map, Objectives tied to ISS – Reteach – Focus on students demonstrating their learning.		

2	Cody Sims over 86 % this is a 7 point gain and accomplished his personal goal. Intentional use of ISS and Data to drive lessons.		
3	English II – Only two FAY students were Unsatisfactory – Mrs. Powell new to the system and was on a PDP – Growth from 8 <sup>th</sup> grade to 10 <sup>th</sup> of 8 points – More important is the growth that only two students were Unsatisfactory English III – Chellie Mollenkopf had 97% of FAY students Proficient – Class had a goal! 19 point jump!		
4	As a building – Taking into account ALL EOI tests – Advanced 17% Proficient 53% Limited Knowledge 20% Unsatisfactory 10% Algebra I Unsatisfactory 13% Algebra II Unsatisfactory 6% Geometry Unsatisfactory 0% English II Unsatisfactory 6% English III 1% U.S. History 10% Biology 13%		





### 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.)*

<b>Turnaround Purpose &amp; School Goals</b>	<b>Clearly Evident</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
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?				
<b>Big Rocks &amp; School’s Priorities</b>				
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)?				
<b>Root Causes</b>				
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?				
<b>Most Critical Actions to Address Priorities</b>				
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?				
<b>Progress Toward Addressing Priority</b>				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				