



Partnership for  
Leaders in Education  
Darden School of Business  
Curry School of Education

ay Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The p  
are the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative

**POSE OF THE TURNAROUND INITIATIVE:** Articulate in a few sentences what you hope to achieve by participating in the turnaround initia  
Anadarko High School is to increase student achievement and ensure that our students are prepared to be successful in college, trade school, or the work

**SETTING:** Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation  
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)
Language Arts Proficiency			
Math Proficiency			
Student Mindset (college/career readiness)		Students will learn to think critically and in turn increase their knowledge.	Improved student grades. Improved scores on state tests. Improved scores on ACT
Attendance Improvement			Reduction in student absenteeism.
School Culture			

**Commitment:** My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the school's leader  
participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goal  
ing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based  
data and lessons learned.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**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 signatu  
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

### End Initiative Focus Area (Big Rock):

**Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*  
 A growth mindset of students should be our biggest concern going into the 2016-17 school year. With mindset shift towards success is possible and that students can achieve things if they set their mind to it and work. 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**

**Outcome:** *(What will be different if you are successful in addressing this priority?)*  
 The mindset students will have a strengthened belief in their abilities which in turn will improve their overall grades, test scores, help reduce discipline issues, and minimize absenteeism. The overarching goal is to ultimately enable students to be successful after graduation by being able to get into college or trade school and then actually complete the program of study and set themselves 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?)*  
 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 with just getting by in 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 lead to 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 and 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 /
Provide PD Aug. 1-3 so that they understand exactly what a growth mindset is, the benefits, and how they can help to increase it in the students in their classroom. Everyone should understand that one of our main focuses this year is increasing our student’s growth mindset and that we are all responsible for accomplishing this goal.	Tony Summers Leah Bauman	Aug. 1-3, 2016	<ul style="list-style-type: none"> <li>● Presentation on Growth Mindset</li> <li>● Articles on Growth Mindset, posters, and markers for hallway walk.</li> </ul>

Walkthroughs will be conducted by admin team members on a regular basis. An admin member conducting a walkthrough in every class at least once per week. The focuses of the walkthroughs will be to check to see if the principles behind the growth mindset are being used (critical thinking, working through problems, and the idea of learning as long as students are moving towards learning).	Tony Summers Leah Bauman Larry Nunn	Starting Aug. 15, 2016	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Calendar</li> <li>• Talent Ed</li> <li>• Observation 360</li> </ul>
Introduce AVID (advancement via individual determination) classes for freshman and sophomores this year. In the next two years we will add juniors and seniors so that all four grade levels are covered. The program is designed to help the students in the “middle” improve their academic performance, abilities, and overall education in an effort to help them attend college and develop a growth mindset of all students involved.) Teachers will be introduced to the program during PD prior to the start of school in August.	Adrian Davis (AVID Teacher) Tony Summers Leah Bauman Miranda Clift	June 22-24, 2016: Training Aug. 1-3, 2016: PD for staff	<ul style="list-style-type: none"> <li>• AVID program training/AVID Institute in Dallas, June 22-24, 2016</li> <li>• Support of school administration and teachers.</li> </ul>

**PROGRESS INDICATORS**

Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
2016	The admin team will meet and discuss and the walkthroughs and observations that have been conducted to verify that teachers are advocating and teaching with a growth mindset. From this point we can adjust if needed or reinforce to the teachers that they are on track.	If the admin team decides the staff has not fully adopted the concept of growth mindset we will develop and implement additional training as needed.

**90-Day Action Plan – Priority #2**

**Priority Initiative Focus Area (Big Rock):**

<p><b>Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Attendance rates is our #2 priority. Our attendance data for the 2015-16 school year shows that 43 students missed 8 or more days, 10 of those students missed 12 to 20 days, and 8 of them missed 21 or more days. The group that missed 8-14 days had a cumulative GPA of 3.23. The group that missed 15-21 days had a cumulative GPA of 1.91, and the group that missed 21 or more days had a cumulative GPA of 1.54. While we hope to improve attendance across the board we will focus on the middle group. While we will address absenteeism for all students we will be focused on the middle group where there is a drastic drop in academic outcome.</p> <p><b>Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i></p>	<p><b>School Leader Responsible:</b></p> <p><b>Tony Summers</b> <b>Larry Nunn</b> <b>Leah Bauman</b> <b>Chellie Mollekopf</b></p>
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shows that when student's attendance improves they are more successful and knowledge is increased. Increased attendance academic scores, especially in the students that are currently in the "middle" when it comes to testing and grades. An attendance rate will also help to improve the overall culture of the school by making learning and critical thinking important.

**Jessica Barrett**

**Factor(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?)*  
 Number of factors that cause attendance issues. The causes that we will focus on will be a community wide acceptance to missing school. The community issues that are caused by chronic absenteeism at school. The second factor is the importance of being at school for the students. Students need to understand that it is important for them to be at school. Students should feel like they are "missing out" on something when they are not in attendance.

**ACTIONS**

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed /
<p>Launch an advertising campaign prior to school that is focused on community and parents/guardians. The campaign will include a write up in the local paper on the school website, social media (Facebook, Twitter, etc.) and in a letter sent home to all parents/guardians. Our goal here is to be proactive in increasing attendance.</p>	<p>Tony Summers Leah Bauman Larry Nunn Chellie Mollenkopf Jessica Barrett</p>	<p>July 11-29, 2016</p>	<ul style="list-style-type: none"> <li>• Social media ads</li> <li>• School website</li> </ul>
<p>Students will be told the importance of attending school on a regular basis along with some statistics that show how attendance affects grades, test scores, and personal success. It will be something they hear constantly from administration and teachers.</p>			
<p>Our main goal is to be proactive we must also have a well-established policy when students are often absent with an emphasis on stopping it before it becomes chronic. We will implement a Saturday school once a month (first Saturday of each month) for students who have missed time once they hit 5 absences. For every absence after 5 the student will be required to attend Saturday school where they will be required to complete classwork. This is the only way to make up missed time.</p>	<p>Tony Summers Leah Bauman Larry Nunn Dianne Martin</p>	<p>September 10, 2016 will be the first Saturday school if needed.</p>	<ul style="list-style-type: none"> <li>• Administrative work Saturday days.</li> <li>• Classroom for Saturday school</li> </ul>
<p>Teachers are teaching every day (no free day) and creating lessons and activities that are engaging and challenging. No student should ever be able to say that they missed anything in any particular class. By challenging students every day in every class students will actually feel like they are missing something and feel more compelled to attend every day. This will be accomplished by ensuring that teachers are informed and meet the expectations. Walkthroughs will be conducted by admin team members on a regular basis with an admin member conducting a walkthrough in every class at least once per week. The focus will be to ensure that lessons are engaging and challenging with clear</p>	<p>Tony Summers Leah Bauman Larry Nunn</p>		<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Calendar</li> <li>• Talent Ed</li> <li>• Observation 30</li> </ul>


**PROGRESS INDICATORS**

Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug 2016	Attendance will be monitored through PowerSchool on a weekly basis to catch absent students before they become chronic. We will also discuss individual students during our weekly PLC meetings.	Some potential adjustments may be have administrators personally call home to talk to parents of chronically absent students. We will have discussions with the students.
Sept 2016	Members of the admin team will discuss their walkthroughs and observations. The goal is to have teachers teaching and engaging students on a daily basis.	Teachers that are not teaching every day or failing to engage students will be addressed. If needed, we will provide instruction and modeling of engaging lessons. Teachers that need support will also be assigned a teacher to observe and model engaging lessons.

**90-Day Action Plan – Priority #3**

**End Initiative Focus Area (Big Rock):**

<p><b>Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>improve the culture and skills of teaching staff by creating teacher led professional development and providing differentiated training.</p>	<p><b>School Leader Responsible:</b></p> <p><b>Tony Summers</b> <b>Larry Nunn</b> <b>Leah Bauman</b></p>
<p><b>Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Decrease in teacher turnover, improved teacher morale, and engaged teachers that are working to improve their skills. Another major result will be an improved academic performance of students.</p>	

**Assumptions(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 want to have input and feel like they are part of the team. They also want training that is relevant to them and something they will use on a daily basis.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed /
<p>the quality and effectiveness of professional development by providing training and tailoring it to fit each teacher's needs. Teachers will help drive their own professional development. The individualized professional development could include PD 360 topics, a book study, researching a topic of interest, peer observations, etc.</p> <p>All complete and submit an individualized PD plan by the first PLC meeting.</p>	Teaching Staff	August 1-3, 2016: Discuss and begin August 19, 2016: Weekly discussion during PLC meetings.	<ul style="list-style-type: none"> <li>• PD 360</li> <li>• Access to EBSCO database for scholarly articles</li> <li>• Peer observations</li> <li>• Support from administrative staff</li> </ul>
<p>Identified leader teams that will present professional development sessions to staff. Once professional development ideas are identified teacher led teams will present training to peers during weekly PLC meetings and PD days.</p>	Teaching Staff	August 19, 2016: Weekly discussion during PLC meetings.	<ul style="list-style-type: none"> <li>• PD 360</li> <li>• Access to EBSCO database for scholarly articles</li> <li>• Peer observations</li> <li>• Support from administrative staff</li> <li>• Access to technology needed (PowerPoint, Smart Board, etc.)</li> </ul>
<p>All conduct two peer observations per semester including one within their content area and one from outside their content area. Teachers will complete observation form and discuss their observations during the weekly PLC meetings and PD days.</p>	Teaching Staff	August 15, 2016: Begin Observations	<ul style="list-style-type: none"> <li>• Peer Observations</li> </ul>

PROGRESS INDICATORS		
Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
2016:	Teachers will submit an individualized PD plan. Individualized PD will be discussed each week during PLC meetings.	Be prepared to provide support to each teacher as an effort to make professional development effective.

uring gs.		meaningful.
2016:	Teachers will submit their peer observation forms and discuss their observations during weekly PLC meetings.	Ensure that teachers are conducting observations and provide input to teachers on which observations members would be good for them to observe based on their individualized PD plan.

**Quick Win Plan**  
(Only for first semester)

Sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative and generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should be potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted

Teachers create engaging lessons that lead to critical thinking students will learn to improve their growth mindset and improve their academic achievement. At the same time student’s attendance will improve because students will feel like they are “missing out” on something if they are not in class.

Identify up to 4 specific actions that will make the quick win plan happen.		
Action	Person Responsible	Timeline
During walkthroughs and observations, it will be noted that teachers are using engaging lessons that create critical thinking moments for students.	<b>Tony Summers</b> <b>Larry Nunn</b> <b>Leah Bauman</b>	Starting August 2016
If the attendance campaign is successful and teachers are creating classes that students feel they can’t miss, we will not have any students that need to attend Saturday school on		

number 10 <sup>th</sup> to make up missed days.		

**APPENDIX A**  
**Guidance Document**

Informed by data, SRA's, PLE Framework, etc.

Informed by data, SRA's & PLE Framework

District Common Expectations

School 90 Day Plan Priorities

**APPENDIX B**  
**90-Day Plan Development & Reflection Tool**

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**Directions/Feedback:** *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)*

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Turnaround Purpose & School Goals	Clearly Evident	Solid Progress	Limited Progress
School's turnaround purpose clearly articulated, with language that will inspire stakeholders to become engaged and to the turnaround initiative's success?			
Measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to progress toward goals?			
Big Rocks & School's Priorities			
Identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?			
Strategic focus on using data to inform instruction evident? Is at least one of the priorities focused on aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices?			
School's priorities align with the district's focus areas (Big Rocks).			
Desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?			
Root Causes			
Priority have a <u>clear</u> root cause hypothesis on why the problem exists? Has school leadership attempted to identify hypotheses (i.e. within the locus of their control)?			
Root cause been identified through intentional analysis of the problems—e.g. The 5 Why's or Fishbone exercises—that verified by supporting data points?			
Most Critical Actions to Address Priorities			
Actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the actions.			
Identified actions specific enough to ensure focus on the acknowledged priorities?			
Items strategically owned by specific school personnel?			
Progress Toward Addressing Priority			
90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing priority?			