



## 90 DAY ACTION PLAN

### Actions to be Taken and Root Cause Performance Challenges to be Addressed

District: Anadarko Public Schools  
School: Anadarko High School  
Principal: Mike Sparks

**PURPOSE:** 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.

#### VISION FOR THE TURNAROUND INITIATIVE: ARTICULATE IN A FEW SENTENCES WHAT YOU HOPE TO ACHIEVE DURING THE COMING YEARS

District – Create a school system where no barriers exist to prohibit student achievement.

Building – We will be a professional organization in everything we do. We will ensure the growth of our students into young men and women by collectively holding ourselves accountable.

LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 <sup>TH</sup> Grade Algebra, 2 <sup>ND</sup> Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)			
MATH BASELINE PROFICIENCY 2012-2013	MATH PROFICIENCY GOAL 2013-2014	LANG. ARTS BASELINE PROFICIENCY 2012-2013	LANG. ARTS PROFICIENCY GOAL 2013-2014	SCIENCE BASELINE PROFICIENCY 2012-2013	SCIENCE PROFICIENCY GOAL 2013-2014	BASELINE 2012-2013	GOAL 2013-2014	BASELINE 2012-2013	GOAL 2013-2014
67%	80%	74%	80%	62% dropped to 26% with new EOI test	75%	76,49,74	80% Across the board for all 3 math EOI areas. Never been accomplished before.  Maintain 90% or greater on OSDE Report Card for Overall Growth. Maintain Letter grade of A	71,78	80% Across the board for both English EOI areas. Never been accomplished before.  Maintain 90% or greater on OSDE Report Card for Overall Growth. Maintain Letter Grade of A.

**CORE PLAN:** TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED DURING THE NEXT 90 DAYS

SCHOOL PERFORMANCE CHALLENGES	YEAR –END PERFORMANCE GOAL	ROOT CAUSES OF PERFORMANCE CHALLENGE	ACTIONS TO ADDRESS ROOT CAUSE(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR-END GOAL
In each row, describe one critical challenge your school faces ( <i>what problem are you trying to solve?</i> )	For each performance challenge, describe the long-term goal for performance ( <i>what specifically is possible and measurable?</i> )	For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause ( <i>why does this challenge exist?</i> )	List one or more specific actions you will take to address the root causes and pursue the goal ( <i>how</i> )	For each action, provide a timeline for completing the action ( <i>when</i> )	For each action, list the person responsible for ensuring the action is complete ( <i>who</i> )	Define what measureable evidence would indicate needed progress toward long-term goal by November ( <i>leading indicator</i> )

UVA Recommends 3-4 Priorities – with a few primary actions with each priority; however, please adjust as needed based on your context. Initial actions/plan to be adjusted throughout the semester: implementing with deeper fidelity, halting unsuccessful tactics and introducing new actions as helpful

SCHOOL PERFORMANCE CHALLENGES	YEAR –END PERFORMANCE GOAL	ROOT CAUSES OF PERFORMANCE CHALLENGE	ACTIONS TO ADDRESS ROOT CAUSE(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR-END GOAL
Lack of rigor in Tier 1 instruction. Prior to SY 13-14 specific nonnegotiable standards of performance had not been clearly identified. Failure to clearly define Tier 1 instruction and rigor left holes for personal interpretation that too often fell short of meeting the needs of the students.	Creation of HS faculty book has clearly defined nonnegotiable pieces for Tier 1 instruction. ›Anatomy of a Lesson format for all planning. Lesson plans posted in the room for administrator to observe without interrupting the classroom. ›ISS and data	Lack of a clearly defined example of what was meant by Rigor.	Benchmark # 3 scheduled for March 3-13, 2014. Teachers will have pool of questions in hand at least four weeks in advance.	Teachers will receive BM #3 test pool by February 5, 2014.	Algebra I Algebra II Geometry U.S. History Created by Mike Sparks	Documentation of every walk through, observation, evaluation, data day, weekly data meeting.
		At the HS during SY 12-13 the math team and administration began having discussions concerning the rigor of questions found in the School Net test banks.				
		The staff involved began to compare the School Net bank to released				

	<p>connected to standards are reported every Friday. Weekly data sheet completed prior to meeting.</p> <ul style="list-style-type: none"> <li>›Intentional classroom interventions are documented and reported in a weekly PLC.</li> <li>›Pacing guides are completed and turned into administration team on a weekly basis.</li> <li>›Daily objectives are posted and written as a performance statement.</li> <li>›Teachers are clear on the expectations of engagement and their positioning during the class period with students.</li> </ul>	<p>EOI State questions. The School Net questions were written asked at a higher level than a majority of the EOI State questions. Through this process last year teachers in the math department noticed a trend that students were capable of the performing the math when they could identify the “What” Math team began to analyze the questions and adjust how they were asking students to perform mathematical operations. Teachers were given pools of test questions for the administration to complete BM and CA testing from. Teachers received the banks 5 to 7 days prior to tests being administered. Ensured validity of</p>			<p>Talent Ed. Dates and time stamps time spent on task.</p> <p>Every teacher is required to submit a weekly data sheet during data meetings. Teachers keep a data notebook as part of their faculty handbook. Pacing guides connected to OAS Standards and OAS Blueprints are presented and recorded during weekly data meetings.</p> <p>OAS Blueprints are recorded by administration team. Mike Sparks, Leah Bauman</p> <p>Teachers have had the right to remove certain questions, provided explanation</p>
--	---	--	--	--	--

		test but did not equate to the level of rigor that will be demanded by the OAS. Teachers and administration knew the School Net bank was more difficult than EOI.				given, this validating BM 1 & 2 CA 1&2. Teachers have had access too late in the process to effectively impact rigor of instruction.
<p>Effective collaboration of collected data. While the collections of data and analysis have exhibited great strides, I still feel that the EOI test responsibilities fall on the chosen few. Only 37% of the staff has EOI responsibilities. Effective collaboration or sharing of data and strategies to address holes in student learning are in place. Creating more opportunities for a greater percentage of teachers to have data responsibilities is the desired. Data</p>	<p>Create team leaders that can lead one to one data meetings. Using the same English II team as an example. Team members, who do not have EOI responsibilities, will have prepared individual data analysis prior to the data meeting with the team. This will create more perspective (more eyes) and will lead to a deeper investigation by all team members. Increasing the</p>	<p>State Report Card, graduation requirements, 35% of TLE Evaluations tied to only 37% of the staff. Disconnect by non EOI subjects, is built in by the OSDE, State Legislature.</p>	Model effective data one to one dialogue.	<p>Model effective data one to one dialogue will take place for first set of team members on January 17, 2014 during PLC in data room.</p> <p>Team members will practice effective one to one data meetings again on January 24, 2014 during PLC meeting in the data room.</p> <p>Using an example of a data analysis report generated by School Net</p>	<p>Mike Sparks Leah Bauman Zena Stafford Cody Sims</p> <p>The four people listed will be responsible for training the following teachers. Tony Summers Michael Page Robin Dunn Susie Oliphant. 7 of the 8 members do not have EOI responsibility. Zena Stafford English II Leah Bauman English III Robin Dunn Algebra I Michael Page</p>	<p>During the month of November, utilizing current data practices. AHS RTI teams targeted specific students during the month of November for reteach opportunities. This was the time period between BM# 1 and BM # 2 Algebra I – 7.6 point overall gain. Algebra II -10.3 gain Geometry -34.6 gain English II – 10.3 gain English III – 5.9 gain Biology -6.2</p>
			Train 4 additional members to complete a team for SY 13-14 prior to CA # 3 and BM#4			
			Schedule practice opportunities for team members to create confidence and effective dialogue / protocol...			

<p>collected is currently presented by 1 teacher of the 4 person English II team. The 3 team members, who do not have EOI responsibility, do a great job of collaborating to design both Tier 1 and RTI strategies. Only one set of eyes (of the team) is interpreting the data.</p>	<p>rigor and planning for Tier 1 instruction and RTI.</p> <p>Creating more data responsibilities will also contribute to the process of SY 14-15 when the remaining subject area will be required to CA and BM.</p> <p>Create a team of 8 to drive one to one data meetings starting with CA #3</p>			<p>effective modeling will be demonstrated for entire staff February 5 in library during data day. This will then lead directly to one to one data meetings.</p> <p>Team members will receive data analysis reports generated by School Net from administration team on February 3, two days prior to one to one meeting.</p>	<p>Algebra II Cody Sims Geometry Susie Oliphant Biology Tony Summers English II, III Mike Sparks U.S. History, Geometry</p>	<p>gain</p> <p>Students that were not targeted flat lined or slight drop. Overall gain was 67.5 from BM#1 to BM#2 Expect to see a growth exceed 80 point gain with increased analysis.</p>
<p>Creating more opportunities for reteach when holes in student learning are discovered. RTI built into weekly schedule creates opportunities for student's greatest</p>	<p>With the data providing evidence and proof of success from our November targeting reteach opportunities (expanded RTI)</p>	<p>Change in belief, practice... Looking at instruction and learning in a new way. Emphasis on learning not what the teacher has covered.</p>	<p>2 days of intentional reteach following CA # 3 and BM # 3 place on testing / instructional calendar.</p>	<p>During PLC meeting 1/17/2014 teachers informed of reteach dates. CA# 3 testing window 1/27 – 2/4 Reteach will be 2/10</p>	<p>Mike Sparks Scheduling the reteach days.  Mike Sparks Leah Bauman Tony Summers Zena Stafford</p>	<p>Tracking of individual students on Scatter Plot Charts (already in use in every EOI classroom)  Increase in mastery by</p>

<p>needs. Intentional interventions have created a practice of differentiated instruction into teacher practice. The next step is specifically schedule designated days that teachers know in advance are to be utilized as reteach days for students not successfully mastering standards on CA or BM testing. This will be done in addition to RTI that targets larger groups and alters daily schedule. Intentional reteach days will take place in the classroom and not require altering of schedule or movement of students to designated areas.</p>	<p>Schedule calendar days for intentional reteach / differentiated classroom instruction.</p> <p>Days scheduled after CA# 3 and BM# 3 and prior to EOI. Days will be scheduled for all of SY 14-15</p>			<p>and 2/11 following data day 2/5/14.</p> <p>BM # 3 testing window 3/3-3/13 Reteach 4/1, 4/2, 4/3 following data day 3/26.</p> <p>EOI Olympics 4/7-4/11 EOI Testing Begins 4/15/2014.</p>	<p>Robin Dunn Michael Page Cody Sims Susie Oliphant</p> <p>Effective one to one data meetings to facilitate deep meaningful action plans as a result of built in data days prior to reteach scheduled days.</p> <p>Mike Sparks, Leah Bauman collection of action plans, monitoring of reteach days that are scheduled.</p> <p>Action Plans driven by one to one data meetings.</p>	<p>class, student, teacher from BM # 2 – BM # 3</p> <p>EOI State Testing results by teacher, subject, student, sub groups.</p> <p>Comparison of results from 2012-2013 and comparison of targets for 2013-2014 80% across the board Math 80% across the board English 75% Biology 70% U.S. History</p> <p>2012-2013 90% on overall growth on OSDE Report Card compare for growth.</p>


**Signatures:** Your signature indicates that the plan provides focus and urgency to move the turnaround initiative forward – and both district leaders and a school leadership team support the direction of the plan. Your signature also indicates a commitment to ambitiously pursuing these goals, addressing priority areas and monitoring progress, recognizing the plan and specific actions may need adjustment based on organizational learning and new data.

Mike Sparks  
Principal

1/27/14  
Date

Cindy Hackney  
District Shepherd

2/6/14  
Date