90-DAY ACTION PLAN

District:	**Anadarko**
School:	**Anadarko 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 momentum 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.	BM 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, and schedule RTI
2	Math Proficiency	**Algebra I Winter 80%** **Algebra I 75 %** **Algebra II 88 %** **Geometry 84 %**	**Algebra I Winter 80%** **Algebra I 82 %** **Algebra 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, and schedule RTI**
3	1 / 1 Data Meeting – Tier 1 Instruction Goal Feedback			TLE Walkthrough and Tier 1 goal sheets in teachers bin.
4	Counselor Attendance Data			Counselors minutes and student signature page – Reduction of absences and the number of times students name appears on weekly attendance reports.

| 5 | Free IC from equitable Walkthrough schedule | | | Provide intense support for identified teachers and academic areas. More intentional and less about equity. |

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?)* To broaden our definition of success to include a focus not just on proficiency but also on growth. Our hope is to make the greatest impact on our lowest performing student, specifically the bottom quartile.	**School Leader Responsible:** **Mike Sparks** **Leah Bauman** **Kirby Ladyman** **Chellie Mollenkopf** **Jessica Barrett** **Teachers**
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* This will align more appropriately with our school vision and mission to include every student. Not every student may reach proficiency levels, but it is our goal that 100% of our students show growth.	
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?)* OSDE Report Card focuses primarily on the number of students who score proficient. A growth component does exist but a large portion of the grade handed out by the OSDE is based on the number of students that score proficient. Graduation is connected to a score of proficient on specific tests.	

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Admin Team will address teachers in PLC to identify the vision for the Growth Plan. Teachers will address students in their classes to identify the vision for the growth plan and develop personalized tracking systems (ie Sneed's "Hang 10")	Mike Sparks Leah Bauman Cassie Crowell	Ongoing – Addressed in PLC prior to Thanksgiving, appeared in the bulletin, Data Day	PLC's Data Day Powerschool Bulletin
Teachers will identify students who show an increase of at least 10 points by comparing BM 1, BM 2, BM 3.	AHS Staff Mike Sparks Leah Bauman	December 16, 2015 March 11, 2016	Data Day School Net
Admin Team will read the names of each student and their teacher during the first 5 minutes of the Re-Teach Days over the school intercom.	Mike Sparks	December 17, 18 March 21,22	School Intercom Teacher Growth Reports
The Warrior Eye will take pictures and publish in the school newspaper. The Principal will also post the pictures on the school web page.	Mike Sparks Kirby Ladyman	December 17, 18 March 23	Newspaper Staff and Cameras
Admin Team will serve ice cream sundaes to all students who have a minimum of 10 points of growth.	Mike Sparks Larry Nunn Leah Bauman Chellie Mollenkopf Jessica Barrett	December 17, 18 March 23	Ice Cream, Sundae Toppings, Wal Mart

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
12-16-15	Increase in the number of students who scored 10 points of growth. We would expect to see an increase specifically in our bottom quartile. The intent of the program is to motivate, recognize a population that perhaps feels they may never reach proficiency.	Add a Common Assessment Growth model. Is the 10 point growth a realistic goal?
3-11-16	Increase in the number of students from BM#2 to BM#3. The students will have experienced the recognition for growth and intent is to encourage growth from 100% of the student body.	

Turnaround Initiative Focus Area (Big Rock):

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*	School Leader Responsible:
To create a building that puts the safety and lives of the people inside the organization first, a setting where people feel valued, important and safe. *"We want to give our children opportunities, education, discipline when needed, all so they can grow up and achieve more that we could for our own selves. We want to provide opportunities, build self-confidence, give them the opportunity to try and fail all so they can achieve more that we could ever imagine for ourselves."* Simon Sinek	**Mike Sparks** **Admin Team** **Counselors** **Teachers**
Desired Outcome: *(What will be different if you are successful in addressing this priority)* The creation of the ==Right Environment== will foster a setting where great things happen for students, staff, and community. *"When people feel safe and protected by the leadership in the organization, the natural reaction is to trust and cooperate."* Simon Sinek Through cooperation and trust, the school as a whole benefits; it trickles down so to speak. 1. Increased student performance. 2. Increase in student graduation. 3. Decrease in discipline referrals for major offenses. 4. Retention of teachers. 5. Sense of pride and belonging to a special club.	**Staff** **Students** **Community**

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?)*
Formerly the focus has been on programs and not on people. When the shift occurred to a people focus and placed an emphasis on relationships, change has followed. Emphasis on hiring people who chose to do the work the school was embarking on. Adding people who believed in collaboration, desired support from the admin team. Desired to feel valued and their efforts and ideas validated. The feedback from employees for consecutive years states clearly they feel their ideas are honored their efforts are validated. Admin team has been intentional to give credit and focus on trust with the work. The evidence to support this hypothesis stems from several areas. 1) Teacher Retention 2) Staff Surveys 3) Student Performance 4) Decrease in Student Fighting 5) Decrease in offenses with drugs
6) Increase in the number of students involved in newly created and established school clubs/organizations. 7) Student responses 8) Parental support

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Intentional grouping of PLC's by common students so that their teachers may share information, concerns, and success.	Mike Sparks	Ongoing	Master Schedule
RTI Teams that share in the planning of lessons, interventions, strategies for reteach.	Mike Sparks Leah Bauman Chellie Mollenkopf	Ongoing	RTI Teams
Intentional Peer Observations that place a focus on proven strategies that result in student	Mike Sparks	1 per	Personal 90 Plan / Goal Form

success. Expectation of some form of implementation based upon observation. Stated on Tier 1 Goal / Person 90 Day Plan. Implementation of a reflection tool that will pinpoint specific take-a ways from the observation that the teacher will then commit to utilizing in his /her own classroom.	Leah Bauman Larry Nunn	semester. Aug 2015 and January 8, 2016	(already created)
Transparent data – 1. Running totals of year to year scores on state testing by teacher, subject, and performance levels (i.e. advanced, proficient, limited, unsatisfactory) Longitudinal data from benchmarks, common assessments, ACT, student growth, OSDE A-F Report Card. Sharing of success and failures. Empowering teachers to attempt new strategies, sequence of instruction, assessment methods, evaluation methods…	Mike Sparks Leah Bauman	Ongoing December 16, 2015 10 point growth sharing. December 17th and 18th Recognition of specific teachers & students	Data Room, Stickers, Scatter Plot Charts individual teacher rooms. PLC's Collaborative Planning during data days for the reteach
EOI Olympics, Goofy Olympics, Academic Pep Rally	Mike Sparks Chellie Mollenkopf Leah Bauman RTI Teams Class Officers Teachers Student Organizations Key Club Student Council	Ongoing, April 11-May 12 EOI Olympics. Goofy Olympics May 19, 2016 Academic Awards / Pep Rally May 19,2016	Football Field Auditorium Hot Dogs Chips Grill Charcoal Mr. Sneed

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
December 16	Data Day Staff Christmas Luncheon – Sharing of data. Sharing of success and struggles. Reteach strategies. 10 point growth students identified. This will serve as a baseline for BM #3.	
March 11	Data Day – we would anticipate growth for a larger number of students	

May 2016	Recognition of academic accomplishments during Goofy Olympics / Academic Awards	

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock):

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* The current reality of a shrinking pool of candidates mandates that we, as a collective administrative team, exhaust all resources and efforts to foster professional growth of teachers deemed in need of improvement through the collection of data based on TLE Indicators.	**School Leader Responsible:** **Mike Sparks** **Leah Bauman**
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Professional growth and improved instruction by teachers who have the love for our kids but may lack the tools and practices currently to be effective. Instead of searching for a replacement, approach PD with the intent of growing or producing our own talent. Professional development and teacher satisfaction and commitment should have a reciprocal relationship. Teachers who belong to a professional learning communities where sharing experiences, exchanges on classroom needs, demonstrations of effective and rewarding innovative methods are better equipped to overcome hesitations and inhibition, with regard to making changes in instructional strategies, assessment methods and evaluation. When these changes directly lead to greater student success, the teacher's confidence is bolstered and the commitment level is deepened. This commitment is the driving force behind student success. As a result, the strategic goals of the school are met and the capacity of the staff has been strengthened.	**Chellie Mollenkopf** **Data Teams** **RTI Teams** **Staff**

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?)*
The responsibilities for all educators are in a state of constant change. With so many openings and a limited pool of qualified candidates, the school leadership team must identify potential for growth and work to foster personal best for employees that may not come from traditional education background. The constant flux of the profession also demands that even traditional training may not be adequate for the specific demands of our school building. With really great intentions, we began this first semester with a master list of all certified personnel and developed a rotation system that would result in every teacher being observed once per week. While equitable, this system does not fit the actual needs of our teachers.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
PD designed for specifically for individual teachers.	Mike Sparks Leah Bauman	January 2016	
We started the 15-16 SY with a goal of ensuring equitable Walkthrough appearance per teacher. The goal was admirable but failed to place the IC in a position to best serve teachers with greater needs. IC will no longer be bound by a set schedule but will focus on identified teachers that are in need of additional support.	Mike Sparks Leah Bauman	January 2016	

Using the data and success of teachers as evidence, Principal will ensure implementation of IC support and suggestions. Some of the new staff members are struggling with release of responsibility. Our data proves that the teachers that place most emphasis on the students demonstrating, student interacting with the work, have been the most successful. IC will focus on planning, modeling, and feedback on more frequent basis by freeing IC from the goal of equitable Walkthrough	Leah Bauman	Janumary 2016	

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
March 11, 2016	Comparison of BM #2 – BM #3 results.	
May 2016	Comparison of English II SY 13-14 to English III SY 15-16 EOI	

90-Day Action Plan – Priority #4

Turnaround Initiative Focus Area (Big Rock):

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*	School Leader Responsible:
Desired Outcome: *(What will be different if you are successful in addressing this priority?)*	
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?)*	

ACTIONS		
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

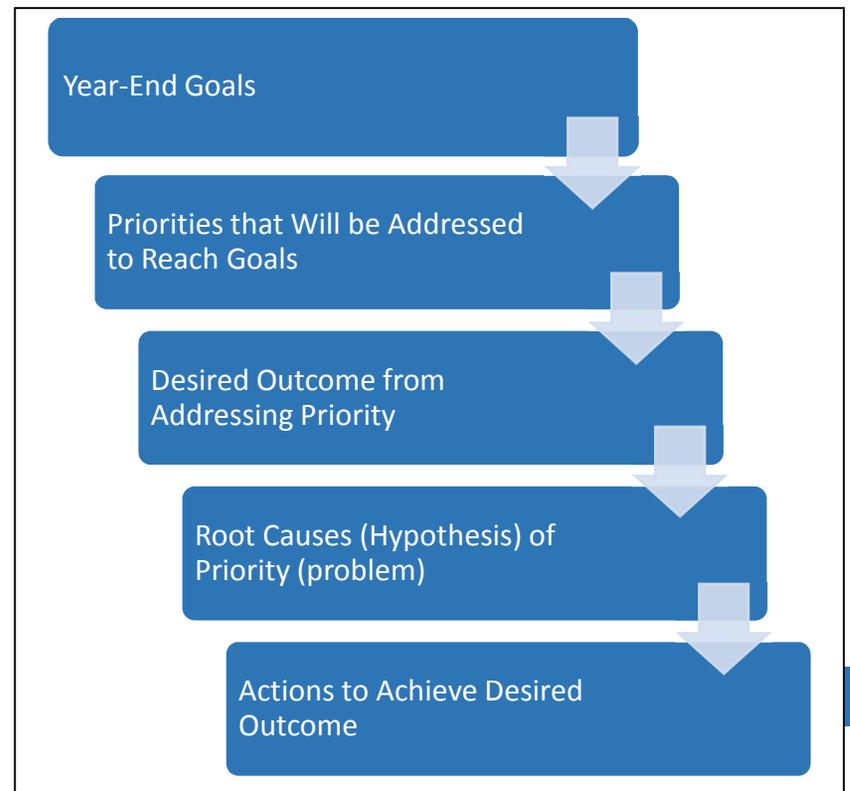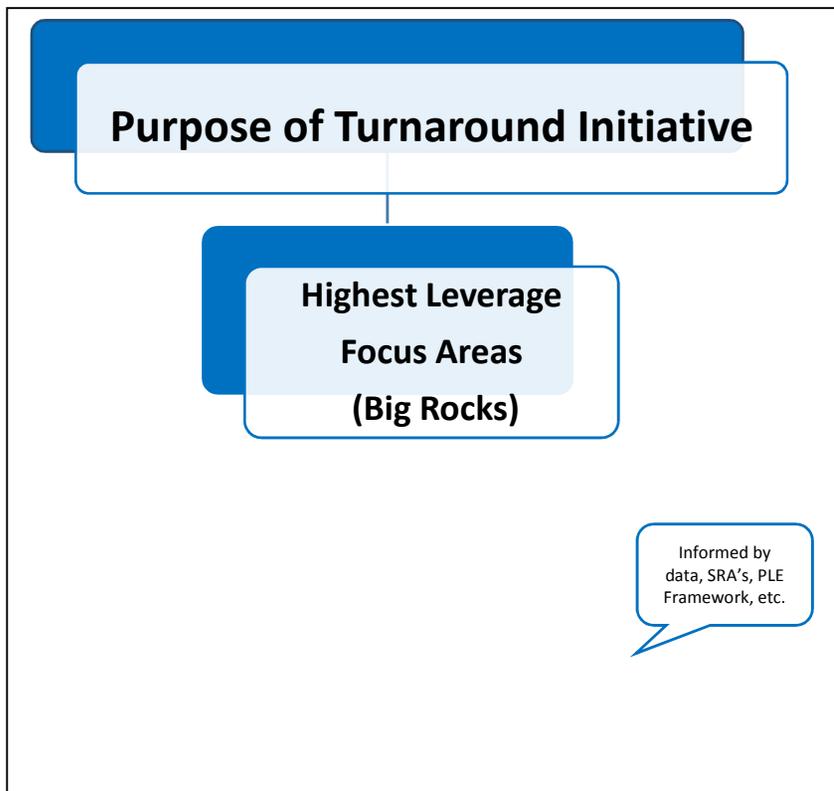## Quick Win Plan
(Only for first semester)

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.
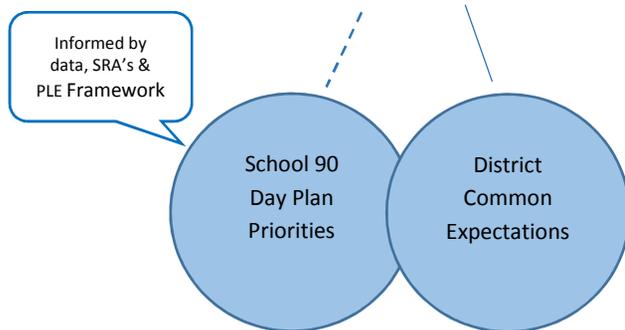

Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	Person Responsible	Timeline

1			
2			
3			
4			

Purpose of Turnaround Initiative

Highest Leverage Focus Areas (Big Rocks)

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

Year-End Goals

Priorities that Will be Addressed to Reach Goals

Desired Outcome from Addressing Priority

Root Causes (Hypothesis) of Priority (problem)

Actions to Achieve Desired Outcome

Informed by data, SRA's & PLE Framework

School 90 Day Plan Priorities

District Common Expectations

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 measureable 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?				