



**Partnership for
Leaders in Education**

*Darden School of Business
Curry School of Education*

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.

Our goal at Anadarko High School is to increase student achievement and ensure that our students are prepared to be successful in college, trade school, or the workforce.

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	2015-16 RESULTS	2016-17 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	English II 59%	English II 64%	State Test
2	Math Proficiency	8 th grade math scores were 40% proficient or better	Increase proficiency or better by 10%	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	Schoolwide Improvement on Student Attendance	Semester 1/2015-16: 91.5% Semester 2/2016-16: 87.9% SY 2015-16: 89.7%	Semester 1/2016-17: 92.9% (+1.4%) Is Actual % Semester 2/2016-17: 89.5% (+1.6%) Is Goal % SY 2016-17: 91.2 (+1.5%) Is Goal %	Reduction in student absenteeism.

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.

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?)*

Changing the growth mindset of students should be our biggest concern going into the 2016-17 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.

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.

School Leader Responsible:

Tony Summers

Larry Nunn

Leah Bauman

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 instructional strategies connected to rigor/relevance that teachers will implement in their lessons.	Tony Summers Leah Bauman	January 2, 2017	<ul style="list-style-type: none"> List of instructional strategies that focus on rigor/relevance Resources also available in Staff's Google Classroom

Lesson plans submitted for feedback and observation. Conduct observations looking for rigor/relevance and questioning strategies. Teachers will be filmed and will self-evaluate themselves using the AHS Peer Observation form.	Tony Summers Leah Bauman Larry Nunn	January 9 to March 9, 2017	<ul style="list-style-type: none"> Walkthrough protocol TLE Walkthrough Form AHS Peer Observation Form
Leadership Team reviews lessons and provides feedback. Teachers will present and discuss delivered lesson that demonstrates strategies learned and supports rigor/relevance.	Tony Summers Larry Nunn Leah Bauman	PLC Meetings on: Jan. 27, Feb. 24, March 3 Data Meetings: February 3, 2017 March 9, 2017	<ul style="list-style-type: none"> Anatomy of a lesson document Lesson Plans Discussion Protocol

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
February 8, 2017 & March 9, 2017	Data Meetings on Common Assessment and Trends related to Rigor/Relevance. Discussion and ownership on findings and connections to implementation of rigor/relevance framework.	Re-analyze and determine which teachers need to continue providing lessons for further observation.

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock):

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>Improving attendance rates is our #2 priority. Our attendance data for the 2015-16 school year shows that 43 students missed 8 or more days, 20 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 1.04 GPA. While we hope to improve attendance across the board we will focus on the middle group. While we will address chronic absenteeism for all students we will be focused on the middle group where there is a drastic drop in academic outcome.</p>	<p>School Leader Responsible:</p> <p>Tony Summers Larry Nunn Leah Bauman Chellie Mollenkopf Jessica Barrett</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Research shows that when student's attendance improves they are more successful and knowledge is increased. Increased attendance will improve academic scores, especially in the students that are currently in the "middle" when it comes to testing and grades. An improved attendance rate will also help to improve the overall culture of the school by making learning and critical thinking important.</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?)*

There are a 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 needs to be aware of the 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 and believe 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	Timeline	Resources Needed / Source
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	Action		
We will revitalize our advertising campaign that is focused on community members and parents/guardians. The campaign will include a write up in the local newspaper, on the school website, social media (Facebook, Twitter, etc.) and in a letter/brochure sent home to all parents/guardians. Our goal here is to be proactive in increasing attendance.	Tony Summers Leah Bauman Larry Nunn Chellie Mollenkopf Jessica Barrett	January 2-27, 2017	<ul style="list-style-type: none"> • Social media accounts • School websites
While 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 to make up missed time once they hit 6 absences. For every absence after 6 the student will be scheduled for Saturday school where they will be required to complete classwork. This will be required and the only way to make up missed time. The attendance secretary, Dianne Martin, will create a Google Sheets document to keep track of student absences and made up time.	Tony Summers Leah Bauman Larry Nunn Dianne Martin Chellie Mollenkopf Jessica Barrett	Student database will be created by January 9, 2017	<ul style="list-style-type: none"> • Administrative team to work Saturday school days. • Classroom for Saturday school
Ensuring that teachers are teaching every day (no free day) and creating lessons and assignments that are engaging and challenging. No student should ever be able to say that they didn't miss 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 be in class every day. This will be accomplished by ensuring that teachers are informed and understand the expectations. Planned walkthroughs will be conducted by admin team members on a regular basis resulting in 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 objective.	Tony Summers Leah Bauman Larry Nunn	January 2-May 18, 2017	<ul style="list-style-type: none"> • Master Schedule • Calendar • Talent Ed • Observation 360

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly starting January 16, 2017	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 having administrators personally call home to talk to the parents of chronically absent students. We will also have discussions with the students.
Weekly starting January 16, 2017	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 a failing to engage students will be addressed. If needed, we will provide instruction and examples of engaging lessons. Teachers that need to may

also be assigned a teacher to observe who has engaging lessons.

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock):

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Improve the culture and teaching skills of teaching staff by creating teacher led professional development and providing individualized training.</p>	<p>School Leader Responsible: Tony Summers Larry Nunn Leah Bauman</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> A reduction in teacher turnover, improved teacher morale, and engaged teachers that are working to improve their teaching skills. Another major result will be an improved academic performance of students.</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?)*
 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 / Source
Improve the quality and effectiveness of professional development by individualizing training and tailoring it to fit each teacher's needs. Teachers will help design and drive their own professional development. The individualized professional development could include videos, a book study, researching a topic area of interest, peer observations, etc. Teachers will complete and submit an individualized PD plan by January 6, 2017 in Google Classroom.	Teaching Staff	January 2-6, 2017: Discuss and begin January 13, 2017: Weekly discussion during PLC meetings.	<ul style="list-style-type: none"> • Access to EBSCO Host for scholarly articles • Peer observation forms • Support from administrative team • Google Classroom
Continue to have teacher led teams will present training to peers during weekly PLC meetings and PD days.	Teaching Staff	January 13, 2017: Weekly discussion presentations	<ul style="list-style-type: none"> • Access to EBSCO Host for scholarly articles • Peer observation forms • Support from

		during PLC meetings and Data Days Feb. 8 & March 9, 2017.	administrative team <ul style="list-style-type: none"> • Access to technology as needed (PowerPoint, Smart Board, etc.)
Teachers will film themselves implementing an engagement strategy and will then evaluate themselves using the AHS peer observation form. Teachers will then meet with the member of the admin team that observed them and discuss the lesson.	Teaching Staff	January 9, 2017: Begin Observations Completed by March 9, 2017	<ul style="list-style-type: none"> • Peer Observation Forms • iPad to film observation • Time to meet and collaborate between teacher and admin observer.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
January 6, 2017: Weekly discussion during PLC meetings. April 28, 2017: Individual artifacts/evidence due in Google Classroom.	Teachers will submit an individualized PD plan. Individualized PD will be discussed each week during PLC meetings. Teachers will also be required to provide evidence/artifacts that demonstrate they are working towards their individual goal.	Be prepared to provide support to each teacher in an effort to make professional development meaningful.
January 13, 2017 thru March 9, 2017: Weekly	Teachers will submit their self-observation of themselves implementing an engagement strategy such as one of the WICOR strategies.	Ensure that teachers are implementing engagement strategies, reflecting on what worked and what did not work, and re-implementing.
January 6, 2017 thru March 9, 2017: Weekly	Teachers will be completing the WICOR Strategy Bingo in groups. Groups will be checking in during PLC meetings.	Provide feedback and suggestions on how to implement or change strategies to work for individual teachers and subjects.

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.

When teachers create engaging lessons that lead to critical thinking students will learn to improve their growth mindset and improve their academic outcome. 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
1	During walkthroughs and observations, it will be noted that teachers are using engaging lessons creating critical thinking moments for students.	Tony Summers Larry Nunn Leah Bauman	Starting January 9, 2017
2	Completed lesson plans that include engagement strategies.	Tony Summers Larry Nunn Leah Bauman	Starting January 13, 2017
3			
4			

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

Overall Reflections/Feedback: <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>				
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 measurable 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?				