



Partnership for  
Leaders in Education

Darden School of Business  
Curry School of Education

# 90-DAY ACTION PLAN

**District:** Anadarko  
**School:** Anadarko Middle School  
**Principal:** LaVonda Bost

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.

Leadership works with collaborative teams to improve school level systems and structures that impact student learning.

**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	2016-17 RESULTS	2017-18 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	6 <sup>th</sup> -24% proficient 7 <sup>th</sup> -25% proficient 8 <sup>th</sup> -26% proficient	10% Increase	CRT results; Benchmarks
2	Math Proficiency	6 <sup>th</sup> -21% proficient 7 <sup>th</sup> -26% proficient 8 <sup>th</sup> -25% proficient	10% Increase	CRT results; Benchmarks
3	Attendance	94% Attendance	96%	Weekly attendance tracking through reports
4	School Culture	618 referrals	556 referrals	Discipline referrals reduced by 10% monitored through monthly reports.

**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 & 2 CSI GOAL 1

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> Proficiency levels in Math and Language Arts			<b>School Leader Responsible:</b>  <b>Bost, Steverson, Tahsuda</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> All individual students will show a 10% gain in each subject area unless student is already in advanced category – should remain advanced.			
<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> Teachers are not providing adequate opportunities to measure individual student master that centers on rigorous coursework. Current daily assessment practices are not measuring student independent knowledge of content.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
One PLC each month will be focused on Rigor. Looks fors will include but are not limited to open ended high level questions, individual student engagement, as well authentic learning and project based learning. Teachers will continue implementing engaging strategies in order to differentiate for individual student mastery. Teachers will videotape and analyze themselves in order to identify strengths and areas needing improvement. <b>(OBJ 3 CSI)</b>	Tahsuda, Hancock, Ingram, Moore, & Various Staff	1/3-5/17	Engagement strategies (WICOR and Kagen), Rigor PD, Ipad for recording, audio device
45 minutes of each data day will be spent meeting by content areas to discuss additional rigorous independent practice techniques.	All teachers, GT & SPED	District Data Day(s)	New OAS Standards & data from CA, BM, students' work
Closure techniques/ Exit ticket will be used as a formative assessment to drive next day's instruction to ensure mastery of rigorous lessons prior to moving forward with curriculum. Set alarm to note time for exit slip .Utilize class time bell to bell.	All teachers	1/3-5/17	Rigorous closure techniques and exit tickets, questions for continuous review
Teachers will record 2-3 grades per week that reflect individual student mastery. Project based or group activities will be graded at checkpoints set by instructor.	All teachers	Aug. 7-May17	Independent activity that can be assessed.
*Shared Calendar to ensure bi-monthly walk thru for each teacher to ensure student mastery is being assessed. Feedback will be provided through face-to-face meeting or written documentation.	Bost, Steverson, Tahsuda	Aug. 7-May 17	Google calendar and Walk Through form
Tutoring opportunities offered afterschool by JOM and 2 certified staff	Bost, Steverson, Taylor, Farr	12/4-3/23	Snack, Lessons, computers, math curriculum
Reward all students who show growth on benchmarks.	All teachers provide data to McGlothlin	3/23 & 5/17	Benchmark scores showing growth.
Current Socratic Seminar indicated the need for parental contact and other consequences	All teachers	1/3-5/19	Powerschool grades; teacher

for not completing assignments. All students who have 2 or more zeros in a class will be listed on the Google document by the teacher. The student will attend a noon study hall and each teacher who adds students to the list is responsible for contacting parents and documenting on the Google sheet.			monitoring and followthrough
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### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug. 7, 2017	Visible evidence of student mastery assessment in focused walk throughs	Instructional coaches and successful teachers may have to provide PD, modeling, and co-teaching for those struggling in this area.
Aug. 7, 2017	Teachers will share and model successful assessment strategies in PLC's and on Data Days	Instructional coach may have to provide initial PD to teachers and staff.
July 25, 2017	Weekly principals and coaches meeting will include discussions on observations and concerns observed.	Meetings may be rescheduled due to conflicts.

### 90-Day Action Plan – Priority #3

### 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> Lack of consistent attendance of students	<b>School Leader Responsible:</b> <b>Bost &amp; Site Attendance Committee-White, Steverson, Teel, Ware, G. Williams, Lucero</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Student attendance rate will be at 96% or greater	

**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?)*  
Student's lack of relationship with staff and peers along with bullying issues and poor classroom management play a role in poor attendance. Parent's lack of understanding of the importance of attendance, student illnesses, and absences due to mundane reasons may also play a role. This is based on previous year's attendance records.

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Review SWAG procedures and purpose with staff, teachers and students	Bost, Steverson, Clift, Matlock, Tahsuda, and All staff/teachers	July 31 Inservice, PLC, Aug. 3 during SWAG	SWAG procedures, SWAG Slides presentation, SWAG PD
Create an environment that will foster relationships between students and staff through SWAG: Steadfast Warriors Achieving Goals-During this time teachers will meet individually with students to ensure personal accountability and foster a personal connection.	SWAG teachers (all teaching staff)	Daily for 30 minutes	AVID notebook
SWAG classes will be monitored by walkthroughs utilizing our online form to ensure SWAG	Bost, Steverson,	Aug 7 – May 17	Observation walkthrough form

objectives are being met. Schedule will be documented on shared calendars.	Tahsuda		
Counselors meet with each student in order to build rapport and follow up on possible student's needs and address goals	Clift/Matlock	Once a semester	AVID notebook & PowerSchool access
Counselors will provide lessons on character ed, drugs, anti-bullying to be shown in SWAG.	Clift/Matlock	Aug 3-May 17	Activities/lessons
Administration will analyze and target class periods and days that students tend to miss the most and create incentives to increase attendance during those times.	Bost, Steverson, Attendance committee	Aug 3-May 17	Attendance reports and Attendance incentives
Quarterly rewards for being on time and having good attendance (Mystery trips)	Attendance committee	Oct. 12, Dec 19, Mar 7, May 17	Rewards and specific criteria
Current Socratic Seminar brought to light that relationships with teachers are as or more important to students than reward trips. (Students want teacher to notice and comment on absences.) SWAG teachers will be intentional about recognizing student's absence, welcome them back, and encouraging them to get work missed.	All teachers	Jan 3-May 17	Noting attendance of students in classroom.

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
May 18, 2018	96% or greater attendance rate according to PowerSchool attendance summary page	Additional parent contact and/or counseling meeting for not adhering to signed attendance compact.
Oct. 12, Dec 19 Mar 7, May 17	Increase number of students attending mystery field trips/rewards	Types of rewards and places for field trips

### 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> To create a positive school culture for staff and students	<b>School Leader Responsible:</b> <b>Bost, Matlock, Clift, Steverson, Tahsuda</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Increased respect for self and others which will in turn decrease the amount of discipline issues therefore creating a positive school culture.	
<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> Lack of consistent classroom management and expectations has resulted in discipline and behavioral issues.	

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Train students how to use the Matrix posters and review Behavior matrix during SWAG	All staff/Bost, Steverson	Aug. 4	Behavior Matrix Presentation
Modeling and practice student leadership roles to increase respect between staff members and students	Teacher/Student Bost, Steverson, Tahsuda	17-18 SY	Modeling and practice leadership roles; focused walk throughs
Character word of the week (Announce daily, and have words posted in hallway)	SWAG teachers	17-18 SY	Word list; Character Ed activities
Create an environment that will foster relationships between students and staff through SWAG: Steadfast Warriors Achieving Goals-During this time teachers will meet individually with students to ensure personal accountability and foster a personal connection.	SWAG teachers (all teaching staff)	Daily for 30 minutes	AVID notebook
Continue SWAG class RAWK projects to foster kindness, citizenship and community service.	SWAG classes	Weekly Aug 7-May14	RAWK Project examples and specific materials
Create and conduct more school wide team building activities (ex. Dress up days, poster contests, etc.)	All Staff, Bost, Steverson	Aug 3-May 17	Team Building activities and materials

**PROGRESS INDICATORS**

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
17-18 School Year	Less behavioral issues noted by fewer disciplinary referrals	Counselor and Admin meet one on one with students
17-18 School Year	Increased respect among school community noted by fewer disciplinary referrals	Increased school to home communication through phone calls & conferences