2nd 90-DAY ACTION PLAN

District: **Anadarko Public Schools**

School: **Anadarko Middle School**

Principal: **Doug Hall**

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 continue an upward spiral of increasing student Math and Language Arts proficiency achievement levels.

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	5th – 50% 6th – 57% 7th – 72%	6th – 60% 7th – 67% 8th – 82%	CRT results; Progress in $7^{th}/8^{th}$ grade ACE; Benchmarks
2	Math Proficiency	5th – 61% 6th – 62% 7th – 68%	6th – 71% 7th – 72% 8th – 78%	CRT results; Progress in 7th/8th grade ACE; Benchmarks
3	All Discipline referrals	6th – 391 7th – 530 8th - 376	6th – 352 7th – 477 8th – 338	Monthly discipline report
4	Attendance	94%	96%	Quarterly incentives/ attendance rate tracking
5	History/Geo./Science	7th Geography – _62% 8th U.S History – 56% 8th Science – 50%	7th Geography - _72% 8th U.S History – 66% 8th Science – 60%	CRT results/ Benchmarks

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?)*	**School Leader Responsible:**
Discipline problems in the classroom and school	Doug Hall
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* 10% decrease in discipline referrals	

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?)* Lack of consistency in enforcing policies and monitoring student discipline

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
PLC discipline meeting to discuss student discipline	Instructional Coach/Administration	Monthly	Discipline Log/Breakdown
PLC discipline meeting to discuss student discipline	Teacher	At the time of offence	Teacher Discipline Folder
Meetings with parents/guardians when student goes into ISD and OSS	Administration/Counselor	When assigned	Student Discipline log
Admin/Counselor meeting with student before re-instatement back into class	Administration/Counselor	Within 1 or 2 days upon being released	Student Discipline log

Introduce a character education word per week to be modeled schoolwide to create positive relationships and school culture between students, staff and community (The Warrior Way)	All staff and students	weekly	Character word list for the second semester.

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
Monthly (Beginning September 10, 2015)	Monthly Discipline report	Action changed as needed depending on student behavior (area of concerns)

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock):

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* The lack of consistency of the faculty and staff of Anadarko Middle School to provided flexible on-going instruction and differentiated learning opportunities to prepare all students to achieve high levels in a global society.	**School Leader Responsible:** All stake holders: Administration Teachers Instructional Coaches Paraprofessionals Students
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* 10% increase in test scores in Language Arts, Math, Geography, U.S. History and Science.	

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?)*
Due to lack of parental support and student personal drive to work up to potential, teachers and staff must implement a variety of strategies in addition to the regular classroom activities, in order to assist students in finding success. Because of the constant turn over in staff many have not received the training to assist them in feeling confident in implementing these strategies.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
After school tutoring beginning sooner in the school year	Doug Hall	August 17	Sign-in- Sheets
Saturday School beginning sooner in school year	Doug Hall	August 22	Sign-in- Sheets
Optional for morning homework center	Available stakeholders	August 17	Location and Materials
Increased communication between teacher, student, parent, tutor and Instructional Coach on student progress or lack of	All Stakeholders	August 6	Department PLCs
Restructured ACE program	Instructional Coaches	August 6	
Two Instructional Coaches to support teachers in specialized areas	Two Instructional Coaches to support teachers in specialized areas	August 6	

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
August 20 and every week thereafter	Weekly ineligible list	Tutoring referrals, re-structured setting (ACE),
Sept. 9, Oct. 21 and Dec. 16	Common Assessments/ Benchmark Results	Reteach/Bootcamp based on non-mastered standards
Month of April	CRT Results	

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?)* Helping to increase the awareness and importance of student attendance.	School Leader Responsible: Doug Hall LaVonda Bost Gayle Williams Tracie Steverson Caroline Riley Misty Brower Christy Teel STUCO President
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* 96% Attendance Rate	

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?)* Parental lack of understanding of importance of attendance; student illnesses; scheduling student medical/dental appointments; and absences due to mundane reasons. (relationships between students, students and teachers, and bullying)

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
Parents sign the AMS attendance policy at enrollment	Paraprofessionals	July 29	Policy letter
Quarterly rewards for attendance	Attendance committee	After each quarter	
Staff development on building relationships between teachers and students	Counselors	Starting Aug 3 and on going	

Warriors Against Bully Club	Counselors	Starting Aug. 10 and on going	
Letters sent explaining attendance law and notification of student absences	Attendance Clerk	August 6 through the remainder of year	

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Potential Adjustments**
May	End of the year attendance percentage rate	

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?)* Create the ultimate leadership roles, so that it promotes scholarly learning and teacher growth.	**School Leader Responsible:** Doug Hall
Desired Outcome: *(What will be different if you are successful in addressing this priority?)* Create and promote more leaders within the school site to sustain our turn around program and activities.	
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 yearly struggle to hire and retain highly qualified staff requiring continued base staff development to sustain our turn around program. The number of certified positions that we need to fill each year support this hypothesis.	
ACTIONS	

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create and distribute Leadership survey to faculty and staff	Doug Hall, LaVonda Bost, Anna Jaramillo	By December 4, 2015	Computer and Survey Monkey
Set roles and responsibilities for each leader positions available	Doug Hall and LaVonda Bost	On January 4, 2016	Professional Development 1-4, 2016. PLC Weekly Meetings
Review current leaders based on new roles and survey	Doug Hall and LaVonda Bost	On January 4, 2016	List of Leader Roles
Keep or assign new leaders if needed	Doug Hall and LaVonda Bost	On an as needed bases from Jan 4, 2016, to May 20, 2016	N/A
Observations of new leaders in roles	Administration and Instructional Coaches	Weekly Walk throughs, Observations and Evaluations	Ipads
Provide leadership PD if needed based on observations and individual learning goals	Administration and Instructional Coaches	On going from January 4, 2016 to May 20, 2016	Edivate

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

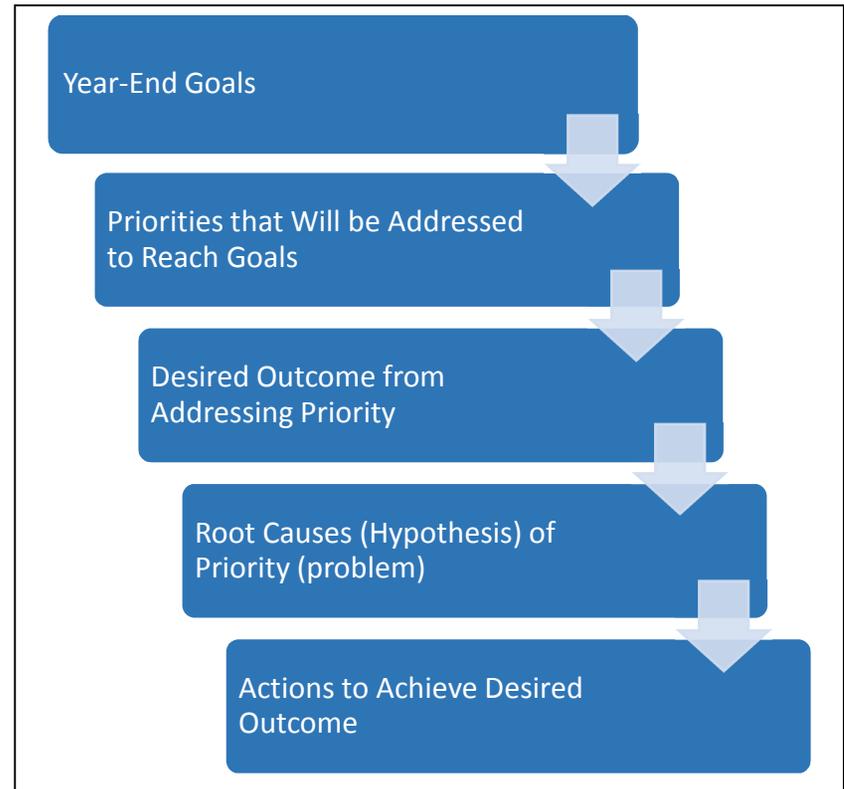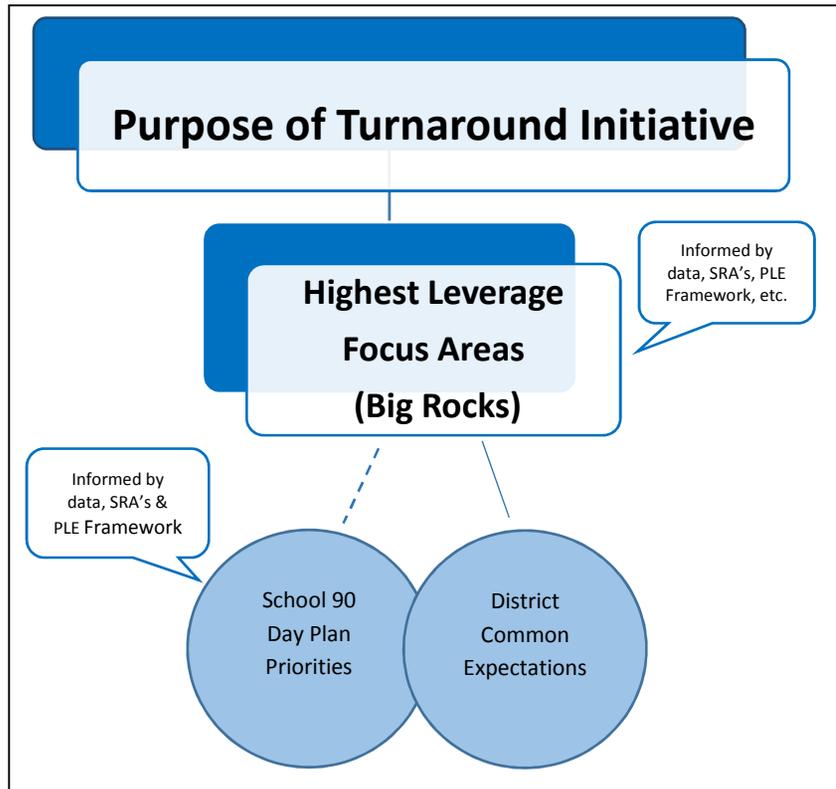# Quick Win Plan
(Only for first semester)

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.

Building teacher morale within the school building.

	Identify up to 4 specific actions that will make the quick win plan happen.		
	Action	**Person Responsible**	**Timeline**
1	Tutoring and Saturday School starting earlier in the school year to support teacher in getting students acclimated to process	Doug Hall	Aug 17/Aug 22
2	PLC meeting times changed to accommodate more planning time for teachers	Doug Hall and LaVonda Bost	August 17
3	Duty free lunch	Doug Hall/ LaVonda Bost	August 6
4	New Teacher Orientation	Instructional Coaches	July 30 and 31

Purpose of Turnaround Initiative

Highest Leverage Focus Areas (Big Rocks)

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

Informed by data, SRA's & PLE Framework

School 90 Day Plan Priorities

District Common Expectations

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

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?

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.)*

Attendance, Science and Social Studies Benchmarks, and Charting student Data are the strongest areas of our plan. Most critical items that we are looking at is discipline, Math and Reading Benchmarks and Student Engagement overall. We are adding weekly character and have outlined sustainability procedures to attract and keep our best highly qualified staff.

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?			X	
Have measureable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?		X		
Big Rocks & School's Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?		X		
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?		X		
Does the school's priorities align with the district's focus areas (Big Rocks).		X		
Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?		X		
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)?		X		
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?		X		
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.		X		
Are the identified actions specific enough to ensure focus on the acknowledged priorities?	X			
Are action items strategically owned by specific school personnel?			X	
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?	X			