



San Juan Quest Program 90-Day Action Plan

District: San Juan School District

School: Albert R. Lyman Middle School

Principal: Paul Murdock

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 improvement goals.

PURPOSE OF THE IMPROVEMENT GOALS: Articulate in a few sentences what you hope to achieve by completing the improvement goals.

Albert R. Lyman Middle School has a mixed population of Native American and Caucasian students. By reaching the goals below, we will increase the overall proficiency levels of all students at ARL. Additionally, we want to increase the proficiency of our Native American students who comprise 49% of our student population.

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	2017-18 RESULTS	2018-19 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1 Language Arts Proficiency	28% 6 th - 36%, 7 th - 33%, 8 th - 15%	40% 6 th - 45%, 7 th - 43%, 8 th - 33%	Language Arts Benchmark Proficiency Rates (SJSJ Benchmark Proficiency)
2 Math Proficiency	30% 6 th - 23%, 7 th - 42%, 8 th - 26%	42% 6 th - 33%, 7 th - 50%, 8 th - 37%	Math SJSJ Benchmark Proficiency Rates
3 Science Proficiency	Unknown % 6 th - ?%, 7 th - ?%, 8 th - ?%	% 6 th -%, 7 th -%, 8 th -%	(Scores will be known October 2018)
4 Native American Population Proficiency	All Grades LA - 8.3% Math - 11.4%	All Grades LA - 20% Math - 25%	Benchmark Proficiency Rates
5 Attendance	1052 Unexcused Class Periods 150.4 Unexcused Days	< 900 Unexcused Class Periods < 125 Unexcused Days	Quarterly Attendance Rates from first and second quarter.

Principal Commitment: My signature indicates that this plan provides focus and urgency to make school improvements 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 _____

Signature _____ Date _____

Supervisor's Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with school needs. 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

School Improvement Focus Area (Big Rock): Write arguments to support claims with clear reasons and relevant evidence in all classes.			
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> By focusing on the area that we are scoring the lowest on, writing, we will be working on an area that will most dramatically help our RISE scores.</p>		<p>School Leader Responsible: -Paul, Devon, SIT Members -Help rally school-wide support for planning and utilizing more formative assessments. -Develop and provide a school-wide template for use.</p>	
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Rise in student writing scores as well as increase in reasoning skills in all academic areas.</p>			
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> Data indicates that a majority of our students write below their grade level. SAGE data indicates W-6.1, W-7.1, and W-8.1 were low.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Follow building blocks: 1-Identify a claim in writing, 2-Identify relevant evidence in writing, 3-Determine accurate and reliable sources, 4-Students will deconstruct the prompt and fully understand the task, 5-Develop a claim, 6-Research and find relevant evidence to support that claim, 7-Write an argument with a claim and supporting evidence, 8-Identify, in their writing, a claim and supporting evidence. Students will be expected to speak and write in complete sentences. This can be done by restating the question.	The Entire Staff	Thru December	PD to get the teachers informed and help them with this process. Communication with the whole staff. Newsela.com
Teach deconstructing of the prompt so students learn how to understand the task.	The Entire Staff	Thru December	Observing peer classrooms. Visuals for the teachers to use.
	The Entire Staff	Thru December	Looking at prompts
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
SAGE	Increased writing scores on quarterly LA Benchmarks.		
Various Dates	Building Block Dates will be determined later.		

90-Day Action Plan – Priority #2

School Improvement Focus Area (Big Rock): Teachers will follow the Explicit Instruction model in their classrooms.				
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> If students are more engaged in their classes, they will learn more and have less behavior interruptions in class. Therefore, we are focusing on increasing student engagement through focused teacher development.</p>		<p>School Leader Responsible: -Help rally school-wide support for increased engagement in all content areas. -Facilitate school-wide engagement initiative. -Provide data gathering tool.</p>		
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Increased student engagement in all classes as measured by data gathered through peer and administrator observations and student learning.</p>				
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> We as teachers are so involved in thinking about the content needing to be taught, that we sometimes are not as concerned with how to teach the content.</p>				
ACTIONS				
Critical Action to Address Root Cause & Achieve Desired Outcome		Person Completing Action	Timeline	Resources Needed / Source
Weekly lesson plan template for ARL Middle School focused on Explicit Instruction.		Stefnee	Beginning of school.	Train the teachers.
Peer observations		Faculty	Sept. 26-27, 4 th week of each	Explicit Instruction Lesson Plan Template and faculty training
Administrative observations		Admin.	Weekly (see calendar)	Google calendar, Observer Tab
Google form		Devon Gosney	9/14/18	Google
PROGRESS INDICATORS				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome			
August	Teachers use the lesson plan template.			
End of each month	Google form			

90-Day Action Plan – Priority #3

School Improvement Focus Area (Big Rock) - (if applicable): Improve and implement school-wide PBIS behavior expectations and school wide citizenship policies to decrease the number of distractions to learning.

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> We already have three key rules and school-wide expectations for behavior in our school. We will implement them fully and with fidelity. Also, all teachers will implement citizenship policies in their classrooms.</p> <p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Work to decrease learning interruptions through consistency school wide.</p>	<p>School Leader Responsible: -Paul, Devon, Alex, Teachers -Work as a staff to know school-wide expectations and how to teach them and enforce them.</p>
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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?)*
 Not all faculty and staff know all of the expectations for student behavior. Not all students know all of the expectations for student behavior. As a result, not all expectations are being enforced causing disruptions at school.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Publish all school rules and expectations.	PBIS Committee		
Help all teachers and staff know and understand school rules and expectations.	PBIS Committee		
New teachers and paraeducators specifically trained on school-wide behavior plan.	Administration		
All teachers will implement citizenship policies in their classrooms.	All Teachers		

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
First Week of School	Clearly and explicitly teach all school rules and expectations to all students.	
Each quarter	Clearly and explicitly teach all school rules and expectations to all students.	

School Improvement Focus Area (Big Rock) - (if applicable): Improve school wide attendance while focusing on reducing unexcused absences.

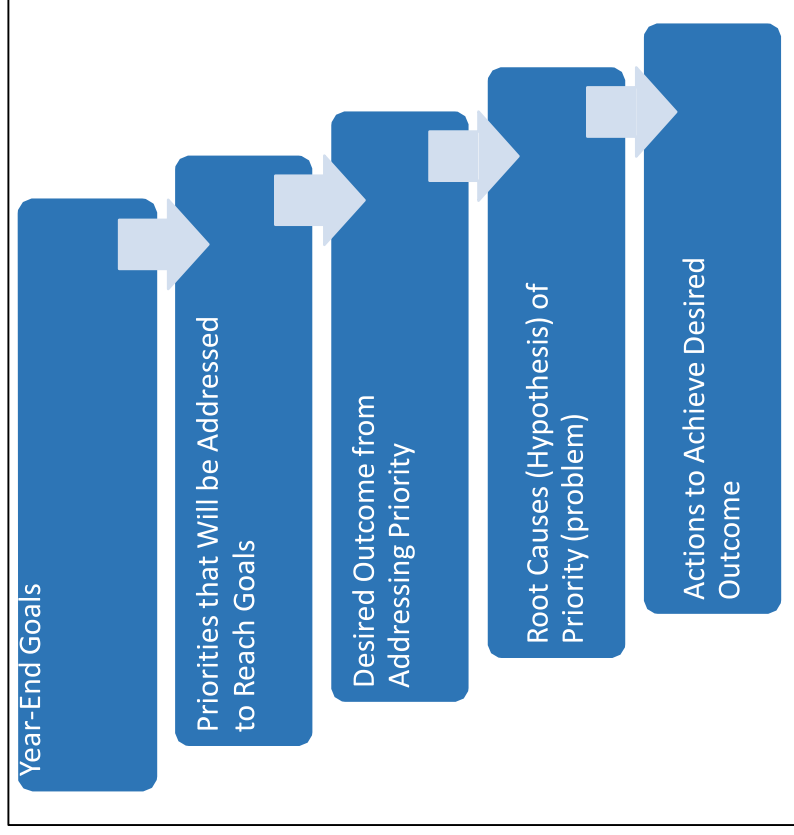
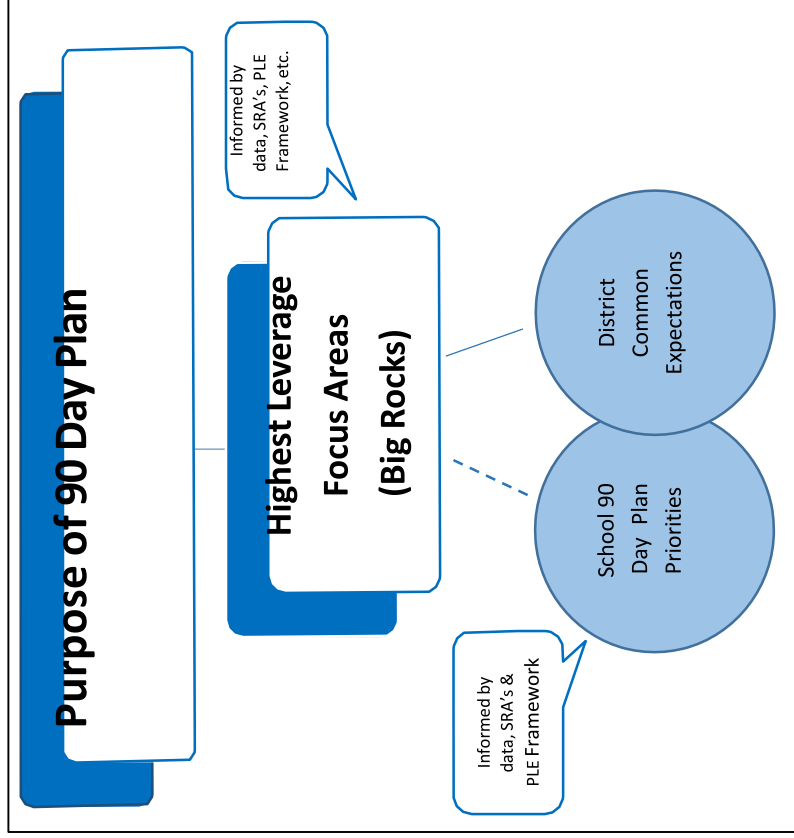
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Work with parents and families to have students miss less school and be diligent about excusing their students when he or she is absent.</p>	<p>School Leader Responsible: -Alex, Devon, Paul, Teachers -Coordinate efforts of attendance trackers and attendance secretary to maintain excellent attendance records.</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> We will have improved student attendance and less unexcused absences.</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?)*
Utah is a parent's rights state and when truancy laws were dropped, unexcused absences rocketed. Along with this, there is little schools can do to reduce excused absences except communicate with parents the importance of consistent school attendance.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Implement the use of school attendance trackers and work with families to increase attendance.			
Keep and record accurate attendance records	All Teachers and Attendance Secretary		
Send attendance newsletter and included on counselor's blog	Alex Allen	August	
Weekly meeting with attendance trackers, admin, student advocates, counselor	Counseling team	Every Thursday at 9:00	

PROGRESS INDICATORS	
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome
First Quarter and each quarter.	Reduction in unexcused absences as compared to last year.
	Potential Adjustments

APPENDIX A Guidance Document



Key Concepts

Goal Indicators: The metric(s) that will be used to assess and monitor progress toward achieving school year goals.

Priority (Problem to be addressed): The most critical areas (practices) that must be addressed this semester to reach the school's 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 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 Supervisor/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 supervisors (shepherds) and the PLE to provide feedback on each 90-day plan.

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 improvement purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the improvement 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 root cause hypothesis</u> on why the problem exists? Has school leadership attempted to identify <u>addressable hypotheses</u> (i.e. within the locus 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?				