



San Juan Quest Program 90-Day Action Plan

San Juan
Bluff
silversmith

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.

The Bluff team is focused on strengthening the student's foundational reading and math skills. These skills are needed to progress and advanced to higher literacy and math proficiency so students can move towards college readiness. Attendance at school is necessary to ensure instruction is delivered consistently and student learning is occurring.

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 Reading Proficiency	54% on Grade Level (Benchmark)K-5	64% of on grade level (Benchmark) K-5	DIBELS progress monitoring, DIBELS Benchmark, mClass Pathways to Progress, Core Phonics
2 Math Proficiency	Sage	70% math fact fluency	Pre/Post Xtra Math, Xtra Math progress monitoring, timed test
3 Decrease Chronic Absenteeism	34% chronic absences	Decrease to 24% on chronic absences	Aspire, attendance tracker, messenger
4			
5			

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 _____

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.

Signature

Date

School Improvement Focus Area (Big Rock): Reading

GOAL: By MOY 50% of our students will make half of their growth towards their typical growth goal as shown in Pathways to Progress

School's Priority: (Given the goals identified, what problem needs to be addressed to achieve these goals?)

Build foundational reading skills, fluency and accuracy consistently in early grades of K-3 and build fluency/accuracy in grades 4-5

School Leader Responsible:
Barbara Silversmith

Desired Outcome: (What will be different if you are successful in addressing this priority?)

Students will be reading with greater fluency and accuracy to be able to comprehend what they are reading.

At least 50% of our students K-5 will be at typical growth by the MOY

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?)

Inconsistent progress monitoring, small group instructions was delayed and not started at the beginning of the school year.

Some of the students have gaps as they go from one grade level to the next because the standards are raised each year. Many students need greater repetition and skill practice with needed additional time.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Instructional foundational routines K-3 will be followed daily	Teachers	Daily	Wonders
Fluency practice which includes partner reading, choral reading, echo reading, sight words, phrases, ZENO words,	Teachers	Daily	Core Phonics, Wonders assessment
Fluency and phonics small groups will be implemented sooner and will adapt to student proficiency	Teachers	September	Core Phonics, Wonders assessment
Consistent data meetings with administrators, teacher and QTIP teachers	Teachers, Principal	September	Data Binder, Data
Small groups will consist of fluency, phonics and comprehension instruction	Teacher, Principal	September	Core Phonics data,

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly	Progress monitor in mClass and review Pathways to Progress	
4 weeks	Wonders Phonics PM, ZENO words, Core Phonics	

90 Day Action Plan - Priority

MOY	Core Phonics Screener	
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School Improvement Focus Area (Big Rock):

GOAL: By MOY, 35% of students will be proficient on grade level math facts.

School’s Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
 Students will be provided multiple ways to practice math facts daily to improve math fact fluency and automaticity.

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*

K-2 fluently add and subtract 0-20

3- fluently add and subtract 0-20; fluently multiply 0-10

4-5 fluently multiply and divide 0-10

School Leader Responsible:
 Barbara Silversmith

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?)*
 Inconsistent tracking of data across all grade levels, inconsistent student practice, inconsistent assessment data, lack of comparison across grade levels

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
APTT will focus on math facts- involves parent support	Teachers	September	Math facts
10-15 minutes of math fact practice daily (Xtra Math, Math Facts in a Flash, games, center activities)	Teachers	Daily Sept.- Dec.	Math facts
Students track their own data	Teachers	Daily Sept.- Dec.	Student folder
Weekly celebrations and incentives	Teachers, Principal,	Sept.-Dec.	Student folder
Focus on explicit strategy instruction (i.e. skip count, touch math)	Attendance tracker	Sept.-Dec.	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly	Student tracker	
Weekly	Teacher will print individual student reports on Xtra Math, Math Facts in a	

School Improvement Focus Area (Big Rock) - (if applicable):

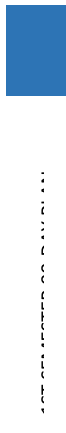
GOAL: By MOY, chronic absences will decrease to 29%. And to 24% by the EOY

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Improve student attendance so students are receiving daily consistent instruction</p>	<p>School Leader Responsible: Barbara Silversmith</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Decrease chronic absences to 24% Students are at school receiving daily consistent instruction,</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?)*
 Inconsistent parent contact made for absences, incentives not immediate, communication between office and teachers were not consistent,

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Daily monitoring of student attendance	Attendance Tracker, Secretary	Daily	Aspire
Messenger will be set up to contact parents	Attendance Tracker	Daily	Aspire, Messenger
Personal phone calls, attendance letters, parent/student conferences and home visits	Attendance Tracker, Principal	Daily	Aspire, Attendance binder
Bi-weekly visits with student advocate/PBIS coordinator/Sped teacher/principal (ART Meeting – At Risk Team)	Principal, Student ART team	2-3 times a month	Meeting agenda,
Attendance Celebration and Incentives	Principal, teachers, attendance tracker	Weekly, monthly	Awards, incentives, goal setting, display

PROGRESS INDICATORS	
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome
Weekly	Report from Aspire, Messenger
Bi-weekly	Share data at ART Meeting
	Potential Adjustments



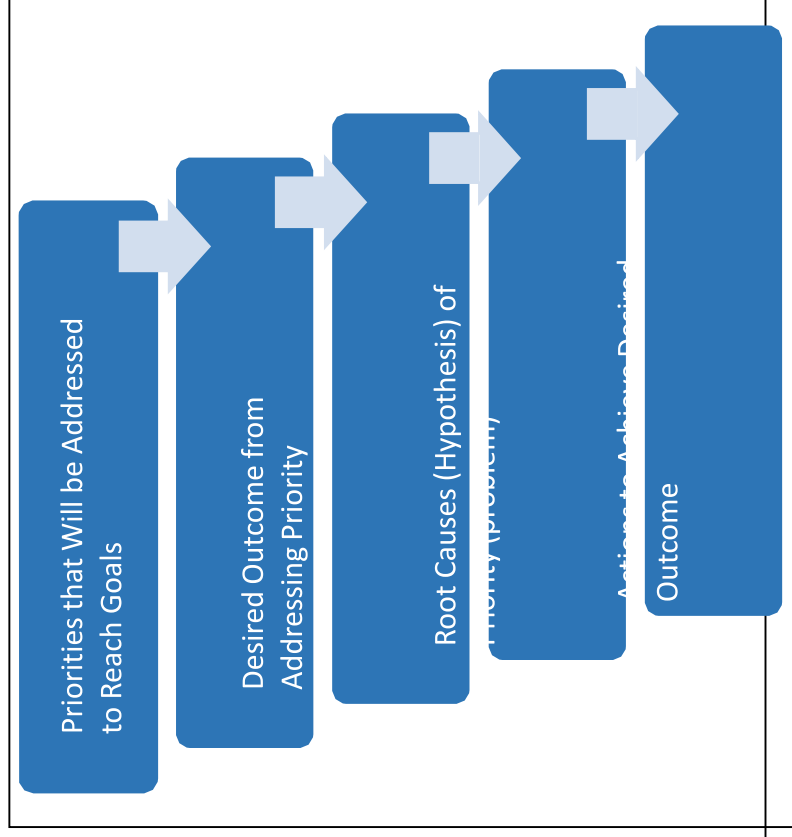
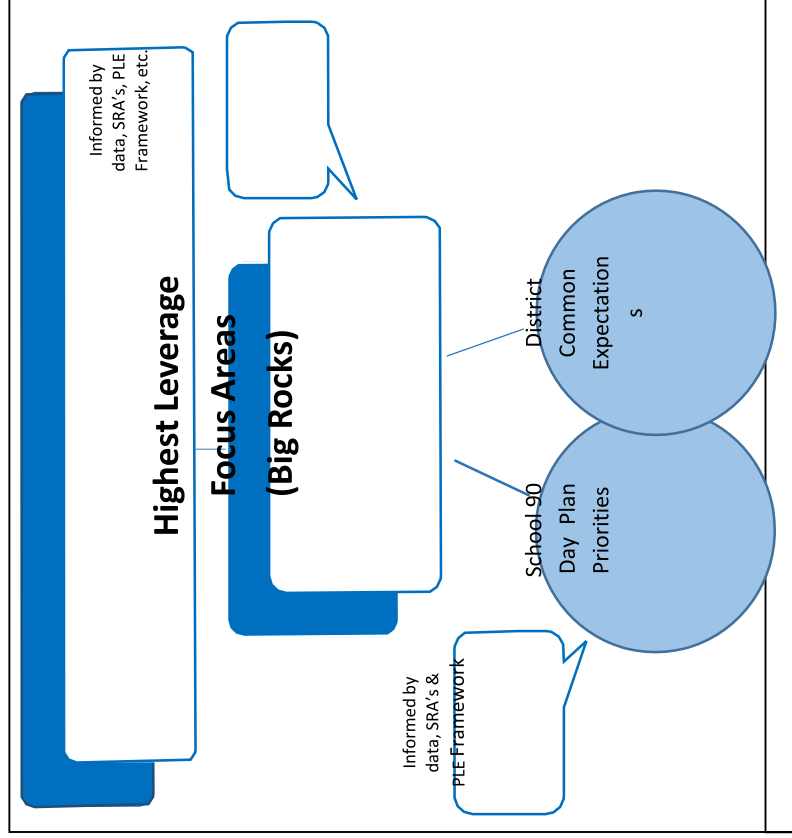
90 Day Action Plan - Priority

weekly	Celebration of attendance--Class Dojo points, class attendance count displayed	



School Goal Focus Area (Big Rock) - (If applicable):			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>		School Leader Responsible:	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>			
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>			
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

Purpose of 90 Day Plan



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.

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 clear root cause hypothesis on why the problem exists? Has school leadership attempted to identify addressable hypotheses (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?				

