



# San Juan Quest Program 90-Day Action Plan

**District:**  
San Juan

**School:**  
LaSal

**Principal:**  
Shupe

*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.

At La Sal Elementary there has been a huge turnover in both staff and students. We want to gather data on reading and attendance to improve the achievement of students. We want to have 80% of students reading on grade level as well as making typical or better growth.

**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 Early Literacy K-3 DORF Proficiency	67%	+5%	DIBELS
2 Early Literacy K-3 DORF Accuracy Proficiency	83%	+8%	DIBELS
3 Early Literacy 70% Growth Goal	45%	Schoolwide 70%	DIBELS
4 Increase Student Attendance	NA	80% of students will have less than 5 days absent at midyear	Aspire
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

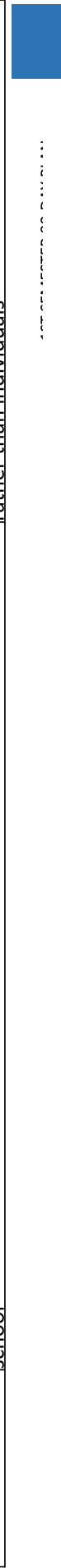
**School Improvement Focus Area (Big Rock): Culture and Climate**

<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> The school lacks a school-wide set of expectations and a positive way to implement the expectations	<b>School Leader Responsible:</b> Shupe
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Every student and staff member will know what is expected of students throughout each learning situation. Students will be positively recognized for meeting expectations and will recognize each other as well. Students who do not meet expectations will be given fair and immediate reflection time to correct the behavior.	

**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?)*  
New staff; not clearly spelled out behavioral expectations; lack of training

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Form a team and provide PBIS framework instruction. With the team, formulate a PBIS plan for the year.	Shupe	August 7	DO support (Hatch/Holt)
Set up behavioral expectations for each area/situation within the school. Create posters to inform students and staff	Shupe	August 16	Media center posters
Devise a method to positively reinforce expected behaviors	Shupe	August 16	Posters/Bulletin board/ punch cards
Teach and model expected behaviors within the school day	Shupe/Beshoner	August 31	
Devise a menu of redirections and reflection opportunities to deal with unwanted behavior. Create a list of major and minor offenses. Create a data system to track both.	Shupe/Besoner	September 30	Aspire tracking, google Doc

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
August 16 <sup>th</sup>	PBIS plan formulated and turned in to the district	Adjustment of some of the steps may be needed
August 20 <sup>th</sup>	Posters displayed in common areas. Instruction occurring daily. Students demonstrating knowledge of the expectations	May have to begin with just enlargements printed until media center is finished
October 26 <sup>th</sup>	Data tracking system in place to monitor areas that need improvement within the school	For privacy purposes, doc may only reflect incidences rather than individuals





**School Improvement Focus Area (Big Rock): Data Driven Instruction**

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Students are not on level with DORF fluency and accuracy</p>		<p><b>School Leader Responsible:</b> Shupe</p>	
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> 80% of students in grades 1 and 2 will be on level for the January benchmark in DORF fluency and accuracy.</p>			
<p><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 multiple data points; lack of parent buy-in; lack of creating targeted groups to address student need;</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Assess all students to determine needs.	Shupe	Aug 31	CPS/DIBELS/High frequency words
Create guided reading groups to address individual needs to meet students where they are on the reading spectrum.	Shupe	Aug 31	Guided reading texts
Inform parents of student levels in comparison to grade level standards.	Shupe	Sept 5	Letters from DIBELS and family literacy night
Progress monitor and adjust group focus as needed.	Shupe	Weekly beginning Sept 7	
Create individual goals that address growth, especially with students testing on level.	Shupe	Weekly beginning Sept 7	Goal setting sheet/tracking sheet
Daily routines to address phonics, sight words, repeated readings, blending, and segmenting will be implemented both in tier 1 and tier 2 groupings.	Shupe	Daily	
Explicit phonological instruction provided daily as according to needs.	Shupe	Daily	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
August 27 <sup>th</sup>	All initial student data will be in. Groups and skills will be determined.		Currently scheduled for 3 groups. Possibility of

**90 Day Action Plan – Priority**

		more.
Sept 4 <sup>th</sup>	PLC involving teacher and 2 paras will be held to focus instructional efforts. This will continue weekly	May need to adjust day/time to suit new para schedule
October 3	All parents will be informed of student levels and a family literacy night will be planned to explain student goals.	Adjusting take home materials to provide for parents.



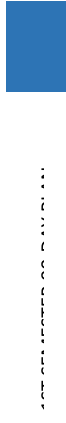
**School Improvement Focus Area (Big Rock) - (if applicable): Kindergarten and 1<sup>st</sup> grade Instruction**

School's Priority:		School Leader Responsible:
<p><i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>                      Students are not blending nonsense words quickly and accurately</p>		
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>                      On the January benchmark first graders will blend (recode) 10 words accurately with a minimum of 45 CLS.                      On the January benchmark kindergartners will blend (recode) 1 word accurately with a minimum of 20 CLS.</p>		
<p><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>                      Low phonemic awareness, lack of daily phonics instruction, lack of students understanding the need to recode</p>		
ACTIONS		
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline
Daily intensive phonics instruction in both tier one and two.	Shupe	Daily
Daily instruction on recoding silently	Shupe	Daily
Progress monitor weekly to ensure growth	Shupe	Weekly beginning Aug 31
Create flexible groups to address needs and differentiate instruction	Shupe	Aug. 25
Add additional blending and phonics practice into centers	Beshoner	Daily beginning Aug 31
		Learning center materials
PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Aug 31	All students will have their initial BOY test and be placed in groups	
Aug 31	All students will be placed in flexible groups and will be receiving daily tier 2 instruction.	Students may not be with grade level peers
Sept. 12	Parents will be notified and instructed on NWF.	Change to SEP day

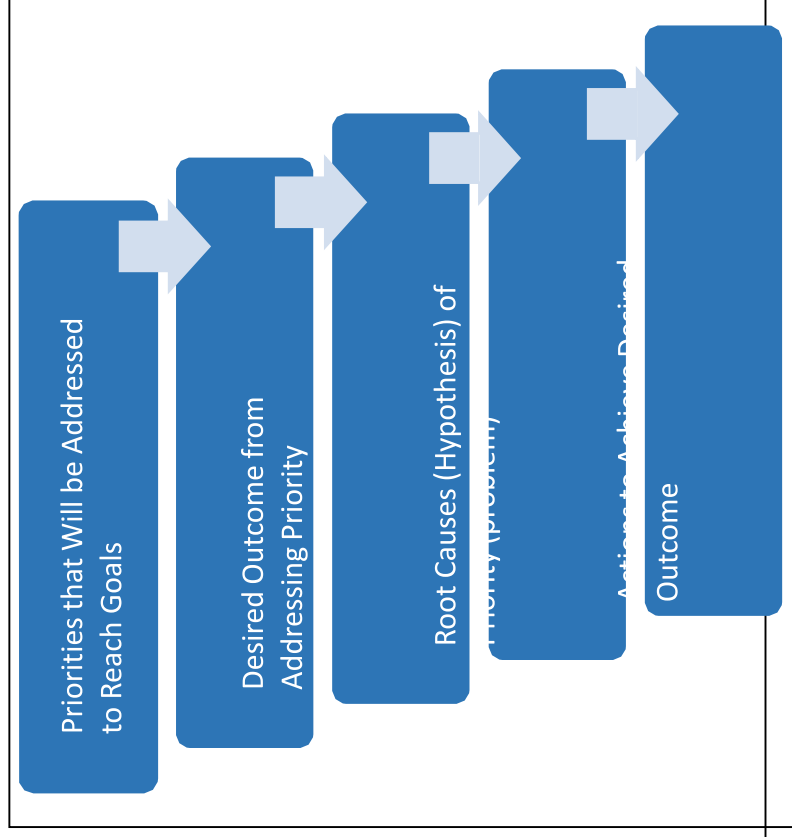
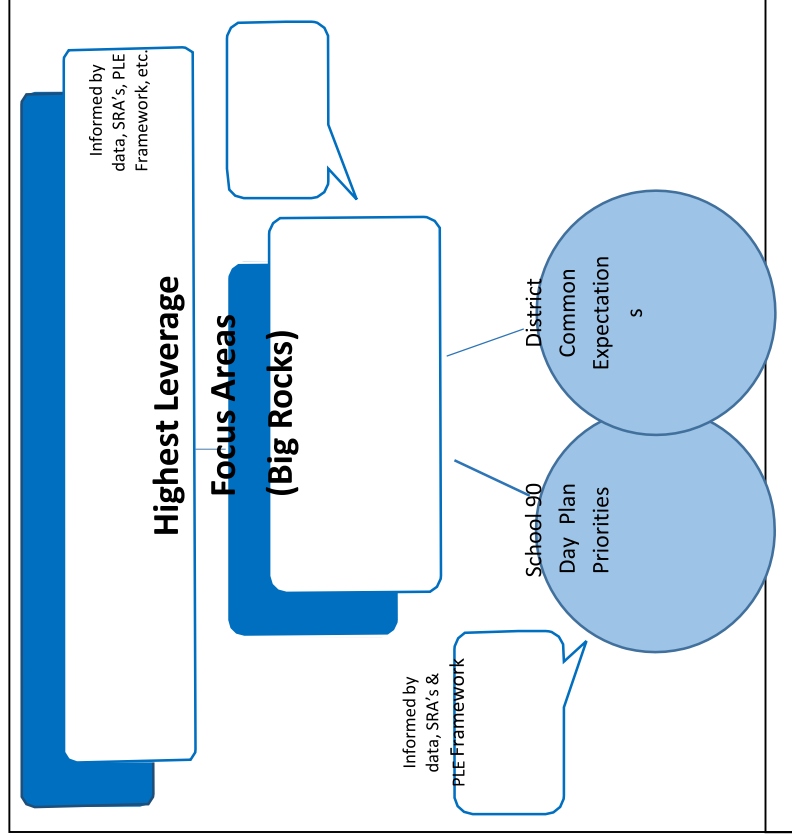




School Goal Focus Area (Big Rock) - (if applicable): Attendance			
<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Students may have had a high number of absences</p>		<p><b>School Leader Responsible:</b></p>	
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Attendance will be tracked carefully. Students will have less than 5 absences by midyear.</p>			
<p><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 parent communication, lack of data</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Make connections with parents to ensure understanding of importance of attendance	Shupe	Aug 14; ongoing	Back to school bbq, parent involvement activities
Track attendance daily and monthly. Make parent contact if students miss 2 days of school	Shupe	Ongoing	Aspire
Reach out for support if other methods fail	Shupe	As needed	Aspire
Students will receive incentives for perfect attendance	Shupe	Monthly	Pencils
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
Monthly	Analyze data to see if current program is successful.		<ol style="list-style-type: none"> <li>Increase parent communication.</li> <li>Increase frequency of perfect attendance prizes</li> </ol>



## 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.

**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.

<b>Overall Reflections/Feedback:</b> <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>				
<b>Turnaround Purpose &amp; School Goals</b>	<b>Clearly Evident</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
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?				
<b>Big Rocks &amp; School's Priorities</b>				
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)?				
<b>Root Causes</b>				
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?				
<b>Most Critical Actions to Address Priorities</b>				
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?				
<b>Progress Toward Addressing Priority</b>				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				



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