



# San Juan Quest Program 90-Day Action Plan

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important to our school community. 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.

Monticello Elementary School is committed to improving student learning in all academic capacities. By providing high quality instruction, which is fine tuned through structured Professional Learning Communities and a collective effort to improve school attendance.

**GOAL SETTING:** Along with Language Arts and 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)
1 Language Arts Proficiency	52%	56%	End of year testing (RISE)
2 Early Literacy K-3 DORF Fluency Proficiency	1 <sup>st</sup> DORF	+5%	DIBELS
3 Early Literacy K-3 DORF Accuracy Proficiency	For 2 <sup>nd</sup> and 3 <sup>rd</sup>	below – well below +8%	DIBELS
4 Early Literacy 70% Growth Goal Proficiency	66%	school wide 70%	DIBELS
5 Increase Student Attendance	90 Students had 6 or more absences at midyear.	-50% 45 Students with 6 or more absences at midyear.	Aspire

**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

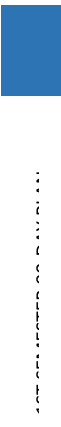
**Supervisor's Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with school needs. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation.

Signature

Date

# 90 Day Action Plan Priority # 1

School Improvement Focus Area (Big Rock): Rubric based writing analysis and planning during PLC			
<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> On average MES's lowest subset of the LA end of level test is writing. During our PLCs writing is often overlooked. Teachers need to include writing as a part of their PLC time.</p>		<p><b>School Leader Responsible:</b> <b>Leadership Team</b> <b>Mr. Olson</b></p>	
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> -Teachers will use PLC time to enrich their writing instruction. -Teachers will follow a 6 week writing cycle (Week 1 Plan, 2 Draft, 3 Edit/Conventions, 4 Revise, 5 Rewrite and Week 6 Post Assessment). They will also use the assessments and rubrics that correspond with each week of the cycle.</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> Teachers have not been focusing on writing analysis during their PLC time. PLC agenda will be designed to address writing analysis.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing	Timeline	Resources Needed / Source
PLC meeting form needs to be completed to include a writing focus (Writing Cycle).	Leadership Team	8-13-18	
6 week MES Writing Cycle needs to be outlined.	Leadership Team	8-13-18	
Both teacher and student friendly rubrics need to be completed which are aligned to the MES Writing Cycle.	Leadership Team	8-13-18	
Weekly writing cycle will be implemented. The results will be discussed in PLC. PLC meeting agenda needs to be followed and summary of PLC needs to be annotated on the PLC meeting form.	PLC Teams	Every Tuesday Following PLC Meeting	PLC Meeting forms need to be readily available for PLC teams to use.
PLC meeting form needs to be checked to ensure teachers are focusing on the MES Writing Cycle as one of their PLC priorities.	Mr. Olson	Weekly	PLC Meeting forms need to be turned into Mr. Olson following PLC
Teachers will Receive PD on the MES Writing Cycle and the rubrics that correspond. After PD they will be able to follow the Writing Cycle, use the rubrics and hold effective PLCs providing PD. using the data gathered from the weekly classroom assessments outlined in the cycle.	Lori, Jenna & Colleen Providing PD.	8-14-18	Projector; Computer and Handouts
PROGRESS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
After each PLC	Teachers are having meaningful conversations on the MES Writing Cycle. This will be evident through the notes they take on the PLC meeting Form.		Additional PD on effective PLCs and the writing cycle. Redefine the essential components of the Writing Cycle.
Every 6 weeks	Post assessment rubric scores should increase on the students completed writing piece increase.		Additional PD on effective PLCs and the writing cycle.



Redefine the essential components of the Writing Cycle.

## 90 Day Action Plan Priority # 2

### School Improvement Focus Area (Big Rock): 1st Grade Tier 1, 2 and 3 instruction focused on improving fluency.

**School Leader Responsible:**  
**Mr. Olson**  
**Mrs. Pehrson**  
**Mr. McDaniel**

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*  
 MES's end of the year data shows that only 90% of our 1<sup>st</sup> grade students were at or above benchmark in fluency. This leaves 10% of our students below benchmark in fluency. In accordance with district goals we need to increase our fluency of 1<sup>st</sup> grade students that are at or above benchmark on the end of the year DIBELS assessment to 95%.

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*  
 DORF Fluency will increase by 5% in 1<sup>st</sup> grade measured on the end of year DIBELS assessment.

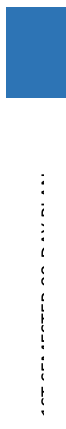
**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)*  
 Teachers/ Interventionists need to improve their tier 1 and tier 2 fluency instruction. Because with targeted high quality instruction in fluency the 1<sup>st</sup> grade class will increase their fluency skills. This need is evident by 10% of the first graders not being proficient in reading fluency on the DIBELS assessment at the end of the year, indicating the students are not receiving daily high quality instruction/interventions focusing on reading fluency.

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome		Person Completing	Timeline	Resources Needed / Source
Explicit systematic phonological and phonics instruction given daily.		Mr. McDaniel & Mrs. Pehrson	Through plan	
Teachers will design lessons specific for students needs for interventionist. Using Wonders, Wonder Works and other fluency based supplementary materials.		Mr. McDaniel & Mrs. Pehrson	Through plan	Wonders and Wonder Works
Teachers will use flexible grouping based on weekly data. Derived from DIBELS PM along with formative assessment data.		Mr. McDaniel & Mrs. Pehrson	Through plan	Interventionist
Teachers will use daily routines, which will include but are not limited to, repeated oral reading, phase cued reading, sight words, decodable text and blending and segmenting strategies.		Mr. McDaniel & Mrs. Pehrson	Through plan	
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments		
Weekly	DIBELS Progress Monitoring	-Additional PD focusing on explicit instruction in phonological awareness, phonics and fluency.		
Monthly	Classroom formative assessments.	-PD in designing and utilizing daily routines. - PD in Wonder Works and how to use its tools effectively. - Training given to the interventionist.		

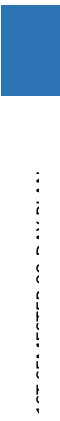
# 90 Day Action Plan Priority # 3

<b>School Improvement Focus Area (Big Rock) - (If applicable):</b> 2 <sup>nd</sup> and 3 <sup>rd</sup> grade Tier 1, 2 and 3 instruction focused on improving student accuracy.			
<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>On the end of year DIBELS assessment the 2<sup>nd</sup> graders had 76% and 3<sup>rd</sup> graders had 73% of their students at or above benchmark in the area of DORF Accuracy. This leaves 24% of 2<sup>nd</sup> grade and 27% of 3<sup>rd</sup> grade students below or well below benchmark in DORF Accuracy. MES needs to raise the percent of students that are proficient in reading accurately measured by DIBELS at the end of the year by 8%.</p>		<p>School Leader Responsible:</p> <p>Mrs. Butler Mrs. Torres Mrs. Keyes Mrs. Bunker</p>	
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>MES will increase DORF accuracy by an average of 8 percentage points.</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></p> <p>Teachers need to develop daily routines ensuring accuracy instruction is taught daily with precision. This need is evident because 24% of our 2<sup>nd</sup> graders and 27% of our 3<sup>rd</sup> graders did not reach benchmark in reading accuracy measured on the end of the year DIBELS assessment, indicating the students are not receiving daily high quality instruction/interventions focusing on reading accuracy.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing	Timeline	Resources Needed / Source
Teachers will use daily routines which will include but are not limited to repeated oral reading, phase cued reading, sight words, decodable text, blending and segmenting strategies.	2 <sup>nd</sup> & 3 <sup>rd</sup> Grade teachers.	Through plan	
Teachers will use flexible grouping based on weekly data. Derived from DIBELS PM along with formative assessment data.	2 <sup>nd</sup> & 3 <sup>rd</sup> Grade teachers.	Through plan	
Differentiated instruction: Organize students into ability grouping on a weekly basis using relevant data. Coordinate and plan lessons for interventionist to use with their assigned group using wonder, wonder works along with other supplementary materials.	2 <sup>nd</sup> & 3 <sup>rd</sup> Grade teachers.	Through plan	
PROGRESS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
Monthly	Corephonics assessment		- PD in Wonder Works and how to use its tools effectively.
Weekly-Bi Weekly	DIBELS Progress Monitoring		- Training given to interventionist.
Daily	Formative assessments for example progress on HFW word lists.		-PD in designing and utilizing daily routines.



# 90 Day Action Plan Priority # 4

<b>School Improvement Focus Area (Big Rock) - (If applicable):</b> Differentiated Instruction			
<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Teachers will use a multitude of data to accurately differentiate instruction enhancing their effectiveness. By providing accurate differentiated instruction MES can ensure that all students make growth in the area of literacy.		<b>School Leader Responsible:</b> KC OLSON K-3 Teachers.	
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i> Teachers will analyze data gathered by DIBELS Overall PM and classroom formative assessments making sure they adjust student's plan as necessary based on the students Data.			
<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 using all of the Data they have available to adjust their instruction. When asked for a sample of data that teachers are using to adjust their instruction there were several good pieces of data not included. For example, multiple teachers noted that they do not look at I-Ready data regularly. To increase the accuracy of the differentiated instruction all pieces of data reflecting a student's performance needs to be considered.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing	Timeline	Resources Needed / Source
Organize students using ability grouping on a weekly basis using relevant data. Coordinate and plan lessons for interventionist to use with their assigned group using Wonder, Wonder Works along with other supplementary materials.	I-Ready <del>Teacher</del>	Weekly throughout the plan.	Computer Lab
Once a Month PLCs will be devoted to analyzing DIBELS Overall Progress Monitoring Data and determine if current course of action is effective. If not teachers will collaborate and make the necessary adjustments.	Teachers	4 <sup>th</sup> Tuesday	DIBELS DATA
I-Ready will focus on the student's lowest tested literacy subcategory. Teachers will monitor I-Ready reports and make sure the students are making progress in an appropriate I-Ready pathway.	I-Ready Lab Aide	Once a week throughout the entire plan.	PLC Meeting Form
PLC Meeting Agenda will be turned in and reviewed following the PLC meeting.	Turn in to Mr. Olson	Following PLCs	PLC Meeting Agenda
Teachers will use daily routines which will include but are not limited to repeated oral reading, phase cued reading, sight words, decodable text, blending and segmenting strategies.	K-3 Teachers	Daily	
PROGRESS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
Every Tuesday	PLC Meeting Agenda will show evidence that students individual needs are being met through differentiated instruction.		-PD in Differentiation.
Weekly-Bi Weekly	DIBELS Overall Progress Monitoring		-Additional PD and accountability on daily routines.



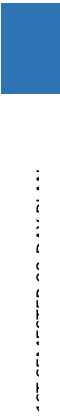


Vertical text or markings on the right edge of the page.

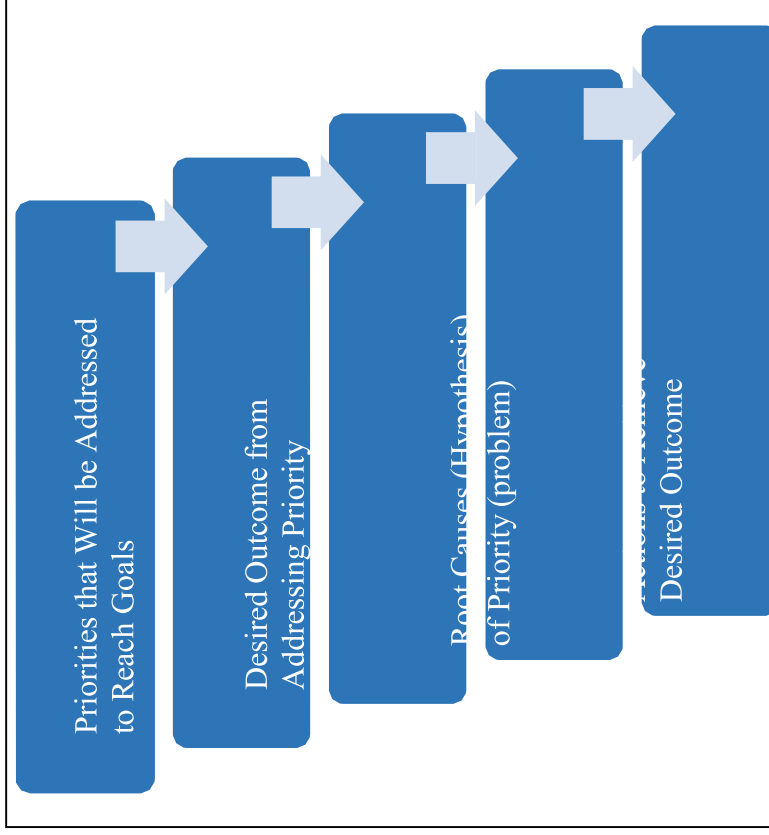
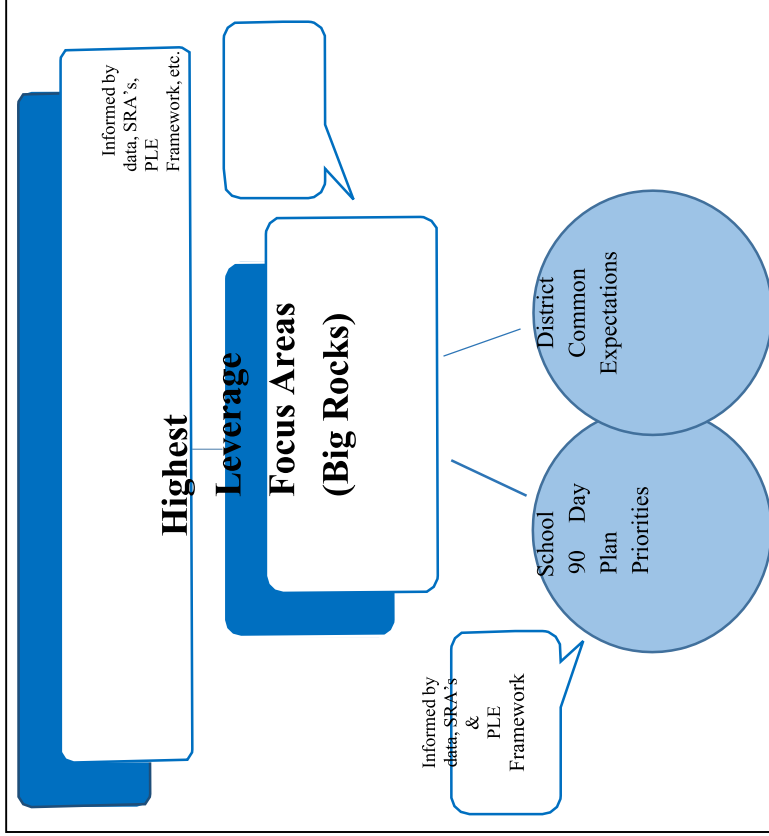


# 90 Day Action Plan Priority # 5

<b>School Goal Focus Area (Big Rock) - (If applicable) Student Attendance.</b>			
<p><b>School's Priority:</b> (Given the goals identified, what problem needs to be addressed to achieve these goals?)</p> <p>90 (Approximately 34%) Students missed 6 or more days of school at the midyear point of the school year. MES needs to increase the amount of time our students are in school in order to ensure they are being taught the lessons designed by their teachers, to increase student achievement. MES needs to do a better job communicating to our parents how important it is for their child's learning to be at school as much as possible. We want to decrease the number of students that have 6 or more absences at midyear by 50%.</p>		<p><b>School Leader Responsible:</b></p> <p>Baylee Spence (Attendance Tracker) KC Olson All Teachers</p>	
<p><b>Desired Outcome:</b> (What will be different if you are successful in addressing this priority?)</p> <p>To reduce the amount of students that miss 6 or more days of school by 50% at midyear.</p>			
<p><b>Root Cause(s) to Address Hypothesis of Priority:</b> (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</p> <p>Not all parents understand fully how important it is for their child to attend school as much as possible. This is evident by having approximately 34% of our students having 6 or more absences at midyear. When looking at the reasons these students missed as many days as they did it is the opinion of MES that a multitude of the days missed could have been avoided by the parents planning trips and scheduling appointments outside of school hours.</p>			
<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Mr. Olson will explain to parents how important it is for their child to attend school.	Mr. OLSON	Aug 21	Make sure all parents are invited to back to school night.
School Messenger will be used to notify parents of their child's absences.	MES OFFICE	Daily	School Messenger
Personalized phone calls/contact will be made for the students on track to have excessive absences. Also attendance will be an emphasis at SEP day.	Teachers/Mr. Olson	As Needed	Aspire Data
Students will receive incentives for having good attendance.	MES OFFICE	Monthly	Incentive rewards.
Attendance tracker will view attendance data and contact parents of students who have been identified as starting to form habits of poor attendance.	Attendance Tracker	Daily	Aspire
Attendance tracker, Mr. Olson, Students teacher, student and parent will create an intervention plan when student displays a pattern of poor attendance.	Attendance Team	As Needed	Aspire Data
Reach out for support from other agencies if intervention plan fails. (DCFS, Educational Neglect)	Mr. Olson	As Needed	Aspire Data and Intervention Plan
<b>PROGRESS</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>		<b>Potential Adjustments</b>
Weekly	Attendance data will be analyzed weekly looking for changes. We want to see a steady improvement in attendance.		<ol style="list-style-type: none"> <li>Increase frequency of incentives.</li> <li>Increase parent communication</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





## 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 <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 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?				

