



San Juan Quest Program 90-Day Action Plan

District: San Juan

School: Monticello High School

Principal: Lewis Whitaker

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.

We will improve Language Arts and Math end-of-year scores by using targeted interventions with learners. MHS will increase attendance by utilizing an attendance tracker, quarterly attendance incentives, and the Buckaroo Cup Competition.

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	7 th 46% 8 th 47% 9 th 37%	7 th 50% 8 th 51% 9 th 41%	We will use benchmark tests, grade point averages, and end of year tests to measure progress toward the goal.
2	Math Proficiency	7 th 80% 8 th 69% 9 th 38%	7 th 84% 8 th 73% 9 th 42%	We will use benchmark tests, grade point averages, and end of year tests to measure progress toward the goal.
3	Attendance	93.19% attendance percentage	95% attendance percentage	Aspire attendance reports

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): Interpreting, analyzing, and evaluating informational text			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Teachers need to plan strategies into their instruction to engage learners in identifying a central idea in a text, how to analyze its development, and applying the central idea in new situations.		School Leader Responsible: Mr. Whitaker	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Learners will read an informational text to determine the central idea, analyze and identify which details work to develop the central idea, and engage in academic discussion with peers that centers on key details.			
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 believe that students are struggling to analyze informational text because it has not been an instructional priority. SAGE data indicated that MHS students were low in this area consistently from year to year.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Identify teacher teams and appoint SLT members to lead each group.	SLT	August 21	
Teacher teams meeting monthly to discuss strategies to use in instruction to increase MHS Faculty and Administration	MHS Faculty and Administration	August 17 th -end of school year.	Reading Inventory data, weekly survey results, academic data
Weekly survey sent to teachers to identify progress with informational text strategies.	Lewis	August 23	Google form
Identify students who struggle with reading and place those learners into a reading intervention class.	ELA department	August 27-end of school year.	Reading Inventory results, Language Live program
Teachers will use at least one instructional strategy each week to engage learners in analyzing informational text.	MHS Faculty	August 20-end of school year	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
Weekly	Survey results indicating each teacher's progress towards engaging learners in informational text.	Survey questions based on needs and results.	
December 21	Assess learners using Reading Inventory assessment, teacher input, and academic grades.	Explore additional assessment programs.	
Monthly	Teacher team discussions regarding implemented/successful instructional strategies used to increase decoding of informational text.	Instruction, interventions, and data collection	

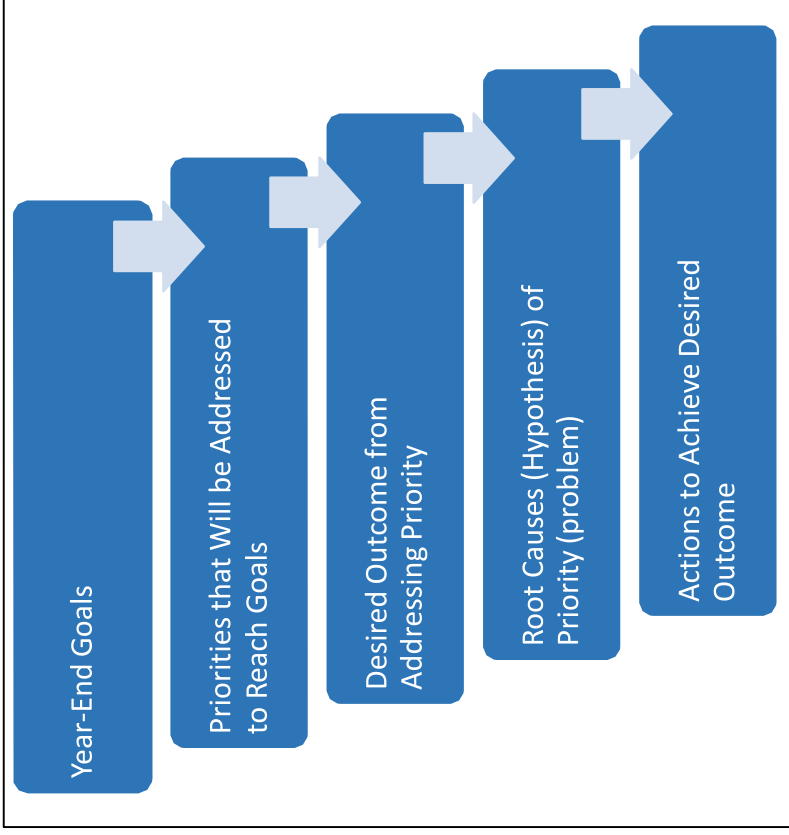
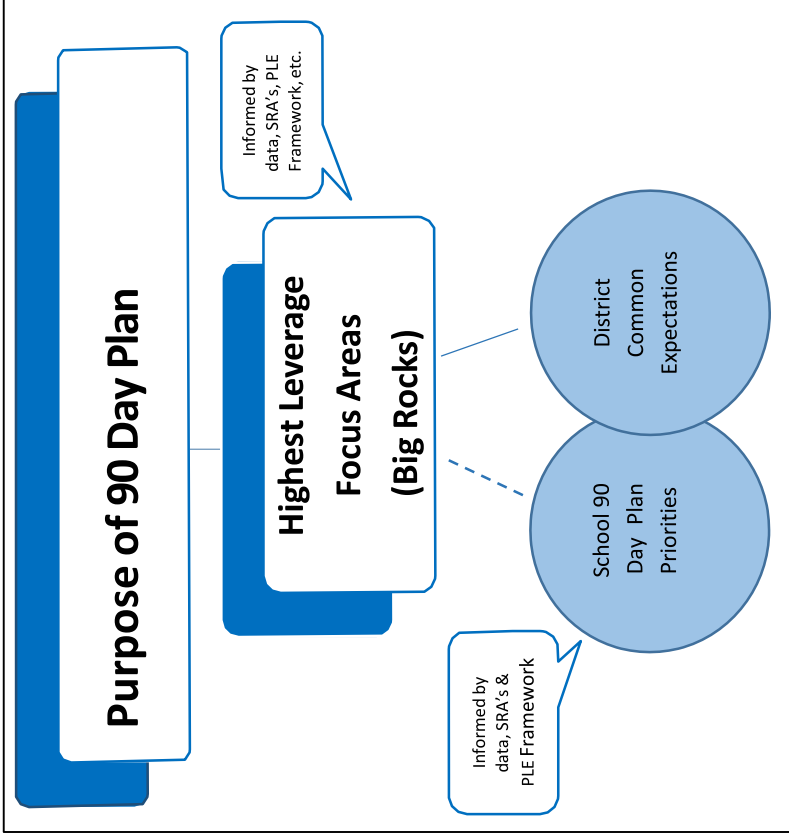
90-Day Action Plan – Priority #2

School Improvement Focus Area (Big Rock): Increase math proficiency			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Teachers need additional time to use individualized interventions to target learners who are struggling with math concepts.		School Leader Responsible: Mr. Whitaker & Mr. Clayson	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Students will be confident in their math skills, be more successful in their math classes, and increase their proficiency scores on end of year testing. Teachers will be able to design and implement individualized instruction to at risk students.			
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> Teachers often do not have enough time to address individual skill deficits with each learner during a class period. This has caused students to struggle with skills taught during instruction.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Organize students into 4 th period study halls so Math/ELA teachers can begin pulling students for targeted interventions.	Jeff, Lewis, Will	08/16/18	Aspire
Identify skills/concepts that are challenging for learners	Math Department	08/31/18	PLC's, assessment data, and teacher observations
Identify and call learners to Math/ELA teacher rooms to receive targeted intervention.	Math/ELA Teachers	Daily	Google Form, assessment data, academic data
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		
Weekly	Formative and summative class data to determine student progress		
October 10 December 12 May 2019	SJSD Benchmark tests End of year summative testing		
	Instruction, interventions, and data collection Adjust 4 th hour format, instruction, interventions		
	Potential Adjustments		

90-Day Action Plan – Priority #3

School Improvement Focus Area (Big Rock) - (If applicable): Improve attendance			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> The average daily attendance in SY 18 was 93.19% and we want to raise this to at least 95% in SY19.		School Leader Responsible: Mr. Clayson	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Increased rate of daily attendance and reduced number of tardies.			
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> There are a variety of barriers to daily attendance (illness, family illness, medical/dental appointments, trauma related incidents/history, family obligations, etc.) and our school has not yet explored ways to minimize these barriers. We plan to use a coordinated effort (Attendance Tracker/ELL Aid, Assistant Principal, and Front Office Secretary) to shift the attendance pattern of MHS learners, communication with parents and teachers.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Train and provide support to Attendance Tracker	School and District Administration	09/30/18	Role description, expectations, weekly meeting
Ensure all teachers understand the importance of entering attendance in a timely manner with correct codes.	Will	09/14/18	Aspire training, code legends with explanations
Front office secretary and Attendance Tracker to monitor daily attendance input and report issues immediately. Report when a learner has 4 tardies.	Baylee, Tiffany, and Will	09/05/18	Attendance reports through Aspire
Individuals, groups, and grade levels will be rewarded for attendance behavior through the Buckaroo Cup competition.	MHS Staff	09/04/18	Buckaroo chips, assembly describing competition
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
Daily	Daily attendance data regarding absences and tardies. Notification to parents about potential problems.	Home visits, letters to parents, and parent conferences.	
End of each term	Students with good attendance records for the quarter will be eligible to participate in the reward celebration	Criteria for eligibility	
Weekly	Weekly attendance report for each grade level and a shout-out/incentive given for the best attendance.	Timeframes could be adjusted based on data result. Various incentives may be used.	

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?				