



MVHS Fall 2018

90-DAY ACTION PLAN

District: San Juan School District
School: Monument Valley High School
Principal: Spencer Singer

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 turnaround initiative.

PURPOSE OF TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

Create a culture of high Academic Expectations and Results

Growth on benchmark is percentage moving out of 1. (Positive numbers are good.)		GOAL INDICATORS (METRIC TO INDICATE PROGRESS)																					
		SAGE						Benchmark 1						Benchmark 2						Benchmark 3			
Goals		2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2015 /16	2016 /17	2017 /18	2018 /19	2015 /16	2016 /17	2017 /18	2018 /19	2015 /16	2016 /17	2017 /18	2018 /19	2015 /16	2016 /17	2017 /18	2018 /19	
Language Arts	Prof.	0%	7%	10%	7%	14%	5%	3%	0%	5%	4%	0%	3%	0%	4%	0%	3%	5%	0%	0%	0%	5%	
7th	Prof.	3%	8%	6%	19%	25%	8%	8%	30%	5%	5%	2%	21%	8%	0%	0%	21%	8%	0%	0%	N/A	5%	
8th	Prof.	3%	3%	11%	13%	19%	5%	19%	0%	35%	0%	15%	11%	26%	9%	18%	11%	20%	9%	18%	N/A	7%	
9th	Prof.	3%	18%	6%	13%	19%	32%	24%	4%	5%	0%	12%	20%	16%	17%	13%	20%	17%	13%	13%	N/A	23%	
10th	Prof.	2%	9%	3%	N/A	N/A	0%	10%	7%	9%	0%	6%	4%	25%	3%	10%	4%	3%	10%	10%	N/A	18%	
11th	Prof.	2.2%	9%	7.2%	13%		10%	12.8%	8%		1.8%	7%	12%		5.8%	8.6							
Average																							

Growth on benchmark is percentage moving out of 1. (Positive numbers are good.)		GOAL INDICATORS (METRIC TO INDICATE PROGRESS)																							
		SAGE						Benchmark 1						Benchmark 2						Benchmark 3					
		2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2017 /18	2018 /19	2019 /20	2020 /21			
1	Goals	Prof.	6%	7%	28%	8%	13%	9%	60%	9%	14%	15%	51%	8%	135	44%	25%	Prof.	Goal	Prof.	Goal	Prof.	Goal		
	Mathematics	Prof.	6%	7%	28%	8%	13%	9%	60%	9%	14%	15%	51%	8%	135	44%	25%	Prof.	Goal	Prof.	Goal	Prof.	Goal		
	7th	Prof.	3%	3%	13%	26%	13%	13%	42%	45%	14%	16%	32%	31%	13%	32%	11%	45%	Prof.	Goal	Prof.	Goal	Prof.	Goal	
	8th	Prof.	10%	8%	3%	14%	31%	0%	0%	0%	6%	3%	0%	0%	0%	36%	0%	36%	Prof.	Goal	Prof.	Goal	Prof.	Goal	
	Sec 1	Prof.	0%	3%	11%	13%	19%	0%	0%	3%	11%	0%	6%	3%	5%	5%	0%	0%	Prof.	Goal	Prof.	Goal	Prof.	Goal	
Sec 2	Prof.	2%	0%	33%	N/A	18%	7%	5%	7%	8%	5%	0%	0%	21%	8%	8%	8%	Prof.	Goal	Prof.	Goal	Prof.	Goal		
Sec 3	Prof.	3.8%	4.2%	17.6%	15.3%	15.3%	3%	21.7%	14%	14%	8%	17.8%	13%	13%	8.2%	16.8%	N/A	Prof.	Goal	Prof.	Goal	Prof.	Goal		
Average	Prof.	3.8%	4.2%	17.6%	15.3%	15.3%	3%	21.7%	14%	14%	8%	17.8%	13%	13%	8.2%	16.8%	N/A	Prof.	Goal	Prof.	Goal	Prof.	Goal		

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – 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.

Spencer Singer _____ 8/31/2018
 Principal Signature Date

Shepherd Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. 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. _____ 8/31/2018
 District Shepherd Signature Date

Jhanna Hoffmeister
 Turnaround Partner Team Leader

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Deepen Student Learning			
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> While improvement in critical thinking was evident last year, we still want to work on deepening learning and engaging students in critical thinking. To go the next step our priority will be to integrate content based literacy skills in every class, preparing students to think critically about different kinds of texts.</p> <p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> If we address this priority, growth and proficiency will increase because in every content area, non-comprehension of texts, graphs, graphics, math word problems, and test questions themselves limits success. If we are successful, our students will be college and career ready, for which reading is foundational. With content area teachers building discipline-based literacy, students' will have many tools to succeed academically and careers.</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> Text continues to build in complexity while students lack strategies to successfully attack texts—it is a moving target and we aren't moving them in reading levels quick enough. We aren't adapting our instruction enough to meet the students' needs. We need to communicate and educate parents on the changes in academic and career ready expectations for students. Content based literacy has not yet been a focus of professional development of this school.</p>	<p>School Leader Responsible: Spencer Singer</p>		
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
1. The leadership team will be responsible to share the Fall 90 Day Action Plan, Priority #1 to all stakeholders. Data explaining why the team chose the priority will be explained.	Spencer Singer	End of August	SAGE data, survey results
2. The Leadership Team will modify and approve a map of the year's PD related to Priority #1, share with the faculty, gather feedback, and adjust at semester break as necessary.	Leadership Team	August 7, 2018	
3. Professional development will be differentiated based on content areas, using two research based texts on close reading in the disciplines. Time to plan how to apply their new learning will be provided during each PD.	Johanna Mayra	August 13, 14, and 7 times throughout the year	
4. A survey will be given at the end of every quarter for teachers to give formal feedback to the Leadership Team in relation to priority	Spencer Singer	Each Quarter	Survey Monkey, questions to ask faculty, plans for next steps

#1. The survey data will be analyzed at a Leadership Meeting and the team will decide on necessary responses or supports.				
5. During the month between PD sessions, teachers will implement the new literacy and critical thinking strategies. To get feedback throughout the month, teachers can watch video of themselves teaching, with a reflection tool. They can choose to send the video to consultants for virtual feedback. And they can share what is working and not working during PLC planning discussions.	Spencer Singer, Mike Tuckfield, and Teachers	Monthly	Observation/reflection tool, video recorder (if desired)	
6. During the month of implementation, teachers will observe a peer two times using a common tool.	Spencer Singer, Mike Tuckfield, and Teachers	Two times a month	Observation tool, prep time	
7. On the first day of each consulting visit, peer observations will be conducted. Those observing will be directed to observe for specific aspects of the previous PD content. The consultant or administrator will give the observed teacher feedback from the peer observation.	Johanna Mayra	Monthly	Observation tool, prep time	
8. At the end of the year, the faculty will meet to review the year's progress and achievement data to determine next steps for Priority 1.	Spencer Singer, Mike Tuckfield, and Johanna	May	Survey, achievement data	
PROGRESS INDICATORS				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments		
9.28.18	Survey monkey data to get feedback from Reading PD will be reviewed for improvements	Additional PD, more coaching, other		
10.31.18	Survey monkey data to get feedback from teachers on effectiveness of peer observations	Additional PD, restructuring observations, modify observation form		
11.30.18	Survey Monkey data to get feedback on Reading and Peer observations	Additional PD, restructuring observations, modify observation form, additional PD, coaching,		
12.12.18	Survey monkey to get input from all teachers for next 90 day plan	Draft next 90 day plan implementing feedback		
10.17.18	SRI data will show growth	Additional PD, Test Preparation, Teacher Instruction		
Weekly for 90 days	Admin observation data will show Reading PD implementation	Additional coaching, modeling, feedback		

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Data Cycles and Collaboration			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> The problem of practice to address is that collaborative time (PLC) has not been skillfully used to analyze data, learn from each other, improve instruction, and school wide "buy-in" is incomplete.		School Leader Responsible: Lead Teachers, Dept. Heads, QTIP?	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> If we address this priority, teachers will have a time and place to help each other with effective ideas to address student gaps and improve instruction. Teachers will be skilled at analyzing data to determine effective planning, delivery, and needed interventions. Collaboration will be centered around Reading levels including: how to prevent new gaps and how to close gaps of current lexile levels with target levels.			
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> Inconsistency with school wide buy-in of all teachers. Emphasis placed only on Core contents is at the heart of this problem. In the past, elective teachers have not been involved with data cycles and data driven instruction.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
1. As a faculty, we will develop a shared understanding of the purpose and impact of PLCs, establish group norms, and determine procedures to create effective collaborative meetings.	Spencer, Mike, and Innovations Ed	August 21-23	Article about purpose of PLCs
2. A research based method for unpacking standards, identifying learning objectives, and creating strong formative assessments will be modeled to the faculty so they see how an effective data cycle looks and sounds.	Spencer, Mike, and Innovations Ed	9.11.18 for all teachers	Unpacking protocol, checklist for creating assessments
3. Core teachers will meet in the same room. They will focus on data cycles to guide core instruction using the four essential PLC questions. Q1: Individually, teachers will unpack essential standards from instructional block one to determine the rigor at each grade level and the appropriate vertical progression to eliminate instructional gaps.	Teachers	Begin 9.11.18 and continue data cycle throughout the 90 days	Unpacking standards template, core standards, first benchmark (if available)
4. Q2: Based on the learning targets identified while unpacking standards, teachers will create common formative assessments (CFAs) to monitor student learning on a weekly basis. During PLC, the student work will be	Teachers	Begin 9.18.18 and continue data cycle	Modeling of analysis, protocol for analysis

	assessed to identify pattern errors and misunderstandings to be addressed quickly in instruction.				
5.	Q3: Based on the data analysis, teachers will revise their next lessons, or create a new lesson, to respond to the skills and knowledge that students did not learn on a weekly basis. (Based on student misunderstandings/errors, the “lesson” may be a 5 minute reteach or a day’s full lesson.)	Teachers	Begin 9.25.18 and continue data cycle	Examples of appropriate responses to learning gaps identified by data	
6.	Q4: For students who show mastery on assessments, teachers will plan an extension or deepening activity.	Teachers	Begin 10.2.18 and continue data cycle	Possible use of paras or librarian, extension activities that are core related	
7.	The Math and ELA teachers will give benchmark tests based on the district curriculum maps. After each benchmark, teams will conduct a data dive to determine which concepts need to be re-taught. Reteach plans will focus on teaching in a <i>different</i> way than tier one, not just more practice.	Math and ELA Teachers	Begin first PLC after benchmarks are given	District pacing guides, benchmarks, data dive protocol, reteach ideas and resources	
PROGRESS INDICATORS					
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments			
Every PLC	Teachers will give input on the relevancy and clarity of each PLC through an exit ticket.				
October 9	By observation, data analysis protocols will be used effectively and lead by teacher leaders.				
October 9	Data-yielding CFAs will be used to monitor student learning and adjust instruction.				
November 13	Summary of CFA data analysis and reteach lesson plans will be reviewed by the admin/consulting team to determine how effectively the plan addresses student learning gaps and misconceptions.				
December 11	A survey monkey will request feedback from teachers of how PLCs are impacting their instruction and effectiveness.				

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock): 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 94% and we want to raise this to at least 97% In SY19.	School Leader Responsible: Spencer Singer, Language Arts Teachers				
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Increased rate of daily attendance for students, specifically 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 many barriers to daily attendance (illness, family illness, medical/dental appointments, trauma-related incidents/history, road conditions, family requirements, etc) and our school has not yet explored ways to minimize these barriers. We plan to use a coordinated effort (Attendance Tracker/ELL Aide, Assistant Principal, Liaison, Front Office Secretary, and Check & Connect Mentors) to shift the attendance pattern of our most at-risk scholars.					
MVHS Chronically Absent Rate Data					
2012	2013	2014	2015	2016	2017
22%	25%	16%	12%	24%	28%
Chronic Attendance 2016/17					
Enrollment	% Chronic	# Chronic			
109	16%	17.44%	Goal		
			10%		
ACTIONS					
Critical Action to Address Root Cause & Achieve Desired Outcome			Person Completing Action	Timeline	Resources Needed / Source
Train and support Attendance Tracker/ELL Aide			Spencer with District Support	Well functioning by 9.30.18	Role description and Expectations
Ensure all teachers understand importance of entering correct attendance codes			Spencer, Mike, Tami	9.11.18	Code legend and explanations, ASPIRE access
Front office secretary monitor daily attendance input and report issues immediately. Report every time a student has 3 tardies.			Lanell, Raynard, Tami Mike	9.4.18	ASPIRE access

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9.5.18	Daily attendance report data for tardies which will be 80% better than last year at this time.	Home visits, Phone calls, letters to parents, Parent conferences
10.5.18	Daily attendance report data for tardies which will be 80% better than last year at this time	Home visits, Phone calls, letters to parents, Parent conferences
11.5.18	Daily attendance report data for tardies which will be 80% better than last year at this time	Home visits, Phone calls, letters to parents, Parent conferences
12.5.18	Daily attendance report data for tardies which will be 80% better than last year at this time	Home visits, Phone calls, letters to parents, Parent conferences
9.5.18	Daily attendance report data for absences which will be 80% better than last year at this time.	Home visits, Phone calls, letters to parents, Parent conferences
10.5.18	Daily attendance report data for absences which will be 80% better than last year at this time.	Home visits, Phone calls, letters to parents, Parent conferences
11.5.18	Daily attendance report data for absences which will be 80% better than last year at this time.	Home visits, Phone calls, letters to parents, Parent conferences
12.5.18	Daily attendance report data for absences which will be 80% better than last year at this time.	Home visits, Phone calls, letters to parents, Parent conferences