



San Juan Quest Program 90-Day Action Plan

District: San Juan
School: Blanding Elementary
Principal: Jay Porter

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.

- Ensure that behavioral issues are minimized to prevent interference with a student's academic success
- create successful readers that can support their thinking with text evidence
- Ensure that our tier 3 students represent less than 5% of our student population

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	2017-2018 RESULTS	2018-19 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Early Literacy K-3 DORF Fluency Proficiency	K:83, 1 st :57, 2 nd :63, 3 rd :57	70% at or above typical growth	Progress Monitoring and Benchmark DIBLES assessments
2	Early Literacy K-3 DORF Accuracy Proficiency	K:83, 1 st :57, 2 nd :63, 3 rd :57	70% at or above typical growth	Progress Monitoring and Benchmark DIBLES assessments
3	Early Literacy 70% Growth Goal Proficiency	7out of 12 classes below 70% growth	70% at or above typical growth	Progress Monitoring and Benchmark DIBLES assessments
4	Behavior	No data	Reduce tier 2 and three behaviors by 50%	Check in check out data collection and analysis monthly, Attendance data
5	Effective teaching practices	No data	Practices observed 80% of the time in observations	Observe teachers using explicit teaching practices 40% of the time
6	Reading standard 8	Standard 8 was consistently the lowest on the SAGE over previous 3 years	80% of students will be proficient on grade level CFAS	Teachers will create common formative assessments that target finding evidence within the text.

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 #4

School Improvement Focus Area (Big Rock): Early Literacy k-3 DORF Fluency Proficiency

School’s Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
70% at or above typical growth

School Leader Responsible:

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
We will continue to close the gap and continue to have better readers.

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?)*
**Need to work on our tier one explicit instruction to make sure they are understanding the concept.
 Lack of professional development in tier one practices such as explicit instruction. Small amount of targeted skills being taught.**

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Progress monitoring	Teachers	Weekly/biweekly/monthly	Time to test
Core phonics	Teachers	Monthly for tier 2 and 3	Time for testing
Bench mark	Interventionists and teachers	October	
Student goals and explicit feedback	Teacher	September/ongoing	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Analyze data from testing	Adjust grouping
	Student goal sheets with evidence of feedback through graphing.	Students choose

90-Day Action Plan – Priority #4

School Improvement Focus Area (Big Rock): Early Literacy k-3 DORF accuracy Proficiency

School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Improve students reading accuracy	School Leader Responsible: Support teachers with explicit instruction
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> 70% of students attaining scores at or above typical growth in accuracy.	

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 are not using DIBLES data to drive their individualized instruction as much as they should be. Teachers being unfamiliar with Mclass pathways system. Explicit instructional strategies not in place

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Progress monitoring	teacher	Weekly/biweekly/monthly	Time
Core phonics	teacher	Monthly for tier 2 and 3	
Reading lessons including explicit decoding	teacher	October	Professional development in explicit instruction

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Progress monitoring data	Reading groups change
	MOY DIBELS Benchmark data	

90-Day Action Plan – Priority #4

School Improvement Focus Area (Big Rock) - (If applicable): reading proficiency

School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Improve reading proficiency	School Leader Responsible:
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Early Literacy 70% Growth Goal Proficiency	

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?)*
Lack of variety in researched tier one instructional strategies, lack of targeted interventions.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Progress monitoring	Teachers	Weekly/biweekly/monthly	
Core phonics	teachers	Monthly for tier 2 and 3	
Explicit instructional strategies	teachers	October	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Benchmark data	
	Progress monitoring and core phonics data	

90-Day Action Plan – Priority #4

School Goal Focus Area (Big Rock) - (If applicable): Behavior			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Provide tools to properly address tiers 2 behaviors			School Leader Responsible:
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Reduce tier two and three behaviors by 50 %			
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> Lack of structure and unity in how to address behavioral issues, Poor attendance linked to low achievement and behavioral issues			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Implement check in check out	Administration and teachers	September	
Implement stop and think	Administration and teachers	August	
Weekly meetings with behavior team	Administration	September	
PBIS team meetings monthly	Administration and teachers	September	
Google form to record incidents	Administrators and teachers	August	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
	Data from Check in check out		
	Data from Google form		
	Data from stop and think		

School Goal Focus Area (Big Rock) - (If applicable): Explicit teaching

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
Improve tier one teaching by using Explicit instruction teaching strategies.

School Leader Responsible:

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
A decrease in the number of students needing tier 2 intervention.

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?)*
Lack of variety in researched tier one instructional strategies, lack of targeted interventions.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Professional development	Administration	September/Oct.	Money for training
Grade level collaboration	Team leaders	Oct. Nov.	
observations	Mr. Porter	Nov. Dec	A competent administrator

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Intervention group data	
	Observation sheets	

School Goal Focus Area (Big Rock) - (If applicable): Pulling evidence from text

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> 80% of students will score proficient on grade level Common Formative Assessments	

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?)*
This was a common area across grade levels where we have typically scored low in on state testing believed to be the result of teaching the concept only at specific times of the year and not typically being done at the lower grade levels.

ACTIONS

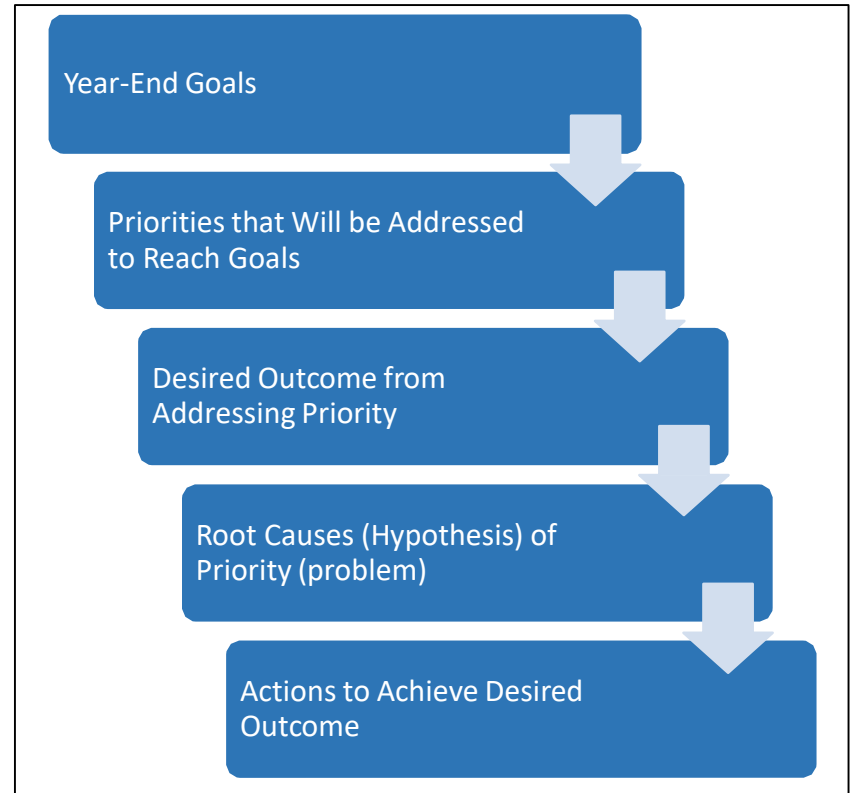
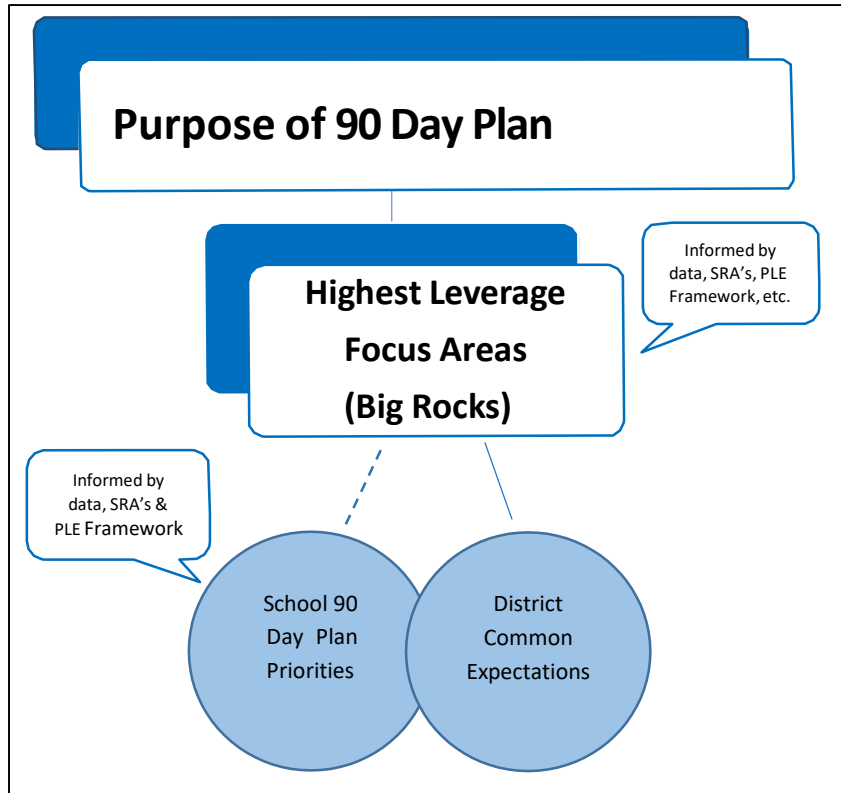
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Grade levels will create Common Formative assessments that will assess students competency in this area.	teachers	Mid September	
Teachers will focus on pulling evidence from text across content areas	Teachers	September	
Observations by administration to ensure cross content implementation	Administration	October	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
	Data from CFA's	
	Observational data	

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: *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)*

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 measureable 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</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?				
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?				