



San Juan Quest Program 90-Day Action Plan

San Juan
Tsebii'nidzizgai Elementary
Christy Fitzgerald

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.

Students will be proficient in foundational reading & math skills so they can complete rigorous academic learning and move toward becoming college, career, and community ready.

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	47% pathways	60% of students typical or higher	DIBELS pathway to progress, observation checklist
2	ELL Proficiency	All used stems	Speak/write in complete sentence	Video & observation, checklist
3	Math Proficiency	35% math facts/%SAGE	80% math facts	Xtra math & ST Math Fluency
4	Differentiated Instruction	6%-11% SAGE ELA 3%-26% SAGE Math	10%-30% SAGE Math 10%-30% SAGE ELA	SAGE (Questar), EVALUATE, SJSD Benchmarks
5	Attendance	89%	92%	Whole school attendance, chronic absenteeism

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 #1 (Big Rock): 60% of students K-6 will make typical or higher growth in reading fluency as measured by EOY DIBELS Pathways to Progress

<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Implementation of daily foundational reading routines</p>	<p>School Leader Responsible: Tammy Anderson</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Students will be able to read fluently and can move on to rigorous ELA learning as indicated by 60% typical or higher on DIBELS Pathway to Progress</p>	

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?)*
Inconsistent understanding and implementation of appropriate reading foundational routines and interventions, Evidence: what routines the teachers used or did not use daily

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Coaching Cycle for grade-level foundational routines	QTIP teachers	First 30 days of school	Checklists & scripts for each routine
Monthly meetings with interventionists and grade-level teams	Principal	First 30 days of school-EOY	Schedule, Title I funds interventionists
Training on non-negotiables for system	Principal	Back to School teacher training	Requirements list, small group planning form
Progress Monitoring targeted areas	Interventionists/teachers	Continual	Title I MClass subscription

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Sept 30th	Peer2peer observations & checklists	Repeat coaching cycle
Oct 31 st	Agendas from at least 2 meetings with interventionists	Adjust schedule
Oct 12 th /Dec 14 th	DIBELS benchmark & pathways to progress reports	Adjust routines/interventions

90-Day Action Plan – Priority #4

School Improvement Focus Area #2 (Big Rock): All students will respond in complete sentences using sentence stems for both oral and written responses at least once per lesson in math, ELA, and Science

<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Lack of scaffolds to support ELL to participate in classroom discussions including insufficient wait time</p>	<p>School Leader Responsible: Jaean Tschiffley</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> 100% of students will participate in academic conversations in math, ELA, Science using stems</p>	

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 sentence stems and modeling of responses, Evidence: observations and teacher feedback

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Two stems identified and posted per semester	QTIP	Beginning of Each Term	Stems provided to teachers/QTIP
Lesson planning with purposeful use of stems	QTIP	Monthly	Sticky notes/digital training on sticky note tool/ MH
PD on collaborative Conversations	Principal	Oct 2018	Video and presenter, Title I funding

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Monthly	Video, tracking of student talk time/teacher talk time and wait time	Coaching Cycle
Monthly	Lesson plan review by administrator	Co-planning with QTIP
Aug 31, 2018	Stems posted	Provide stems on sentence strips

90-Day Action Plan – Priority #4

School Improvement Focus Area #3 (Big Rock) - (If applicable): 80% of students will be proficient in math fact fluency according to grade-level standards.

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

Instruction to improve math fact fluency and automaticity

School Leader Responsible:

Allison Moschetti

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*

80% of students will fluently apply computational skills while completing higher order math problems with accuracy and in a timely manner

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 consistent practice and celebration of growth, Evidence: comparing proficiency rates/methods between staff

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
10 minutes of math fact practice daily (ST Math, Xtra math, or games), celebration daily	YETI team	Sept 30 th	PLC time to review, Title I ST Math subscription
Students track own data	Teachers	Sept-Dec	Student data tracker
APTT focus on math facts	Teachers/parents	By APTT 2	APTT coaching, materials for take home activities Title I

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Monthly in YETI	YETI data tracker – each teacher enters student data (Xtra math, ST math)	Adjust games, adjust time, interventions for memory building strategies

90-Day Action Plan – Priority #4

School Goal Focus Area #4 (Big Rock) - (If applicable): Teachers will identify students based on 2017-2018 SAGE data, Evaluate data, and SJSJ Benchmark data to receive targeted instruction (small group & whole group).

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
Students are not receiving targeted instruction based on formative and summative assessments

School Leader Responsible:
Jody Lee-Chadde

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
25% of 3rd-6th grade students will be proficient in or make growth toward grade-level standards
Teachers target proficiency growth of 10% for 1 to 2, 10% for 2-3, 10% for 3-4 proficiency levels

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?)*
Did not start targeting students individual needs in whole class, small group until mid-year last year, lack of differentiation for more proficient students, Evidence: SAGE data and small group instruction planners

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Identify students at BOY	Teachers	Sept 30 th	Evaluate, SAGE data
Use Evaluate data to guide differentiation in small group instruction	Teachers	Monthly	Evaluate ELA & Math/Catapult
Avoid over testing, replace Wonders/My Math for the week with Evaluate test	Teachers, principal	Monthly	Testing schedule/ principal
PD on close reading instruction/Coaching Cycle	Principal/QTIP	August	Presentation/QTIP Coaching/video
Development of ELA higher DOK activities for higher learners	QTIP/Principal	Monthly	Materials, Learning Lounge Title I

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Monthly	ELA/Math Evaluate data	Small group instruction/5aday
October 12/December 14	SJSJ Benchmark data	Small group instruction and targeted whole class review
Oct 31 st	Observational data from Close Reading instruction/peer2peer	Repeat Coaching Cycle

90-Day Action Plan – Priority #5

School Goal Focus Area #5 (Big Rock) - (If applicable): School attendance will improve by 10% in the areas of chronic absenteeism and early checkouts.

<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Parents and students need communication and monitoring of attendance individually, whole class, and whole school.</p>	<p>School Leader Responsible: Christine Fitzgerald</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> 10% decrease in chronic absenteeism compared to 2017-2018 measured monthly 10% decrease in early checkouts/late check-ins compared to 2017-2018 measured monthly</p>	

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?)*
 Parents not receiving constant communication about days missed and number of checkouts. Limited number of interventions offered because of lack of staffing support and funding. Evidence: interventions that were put in place were successful

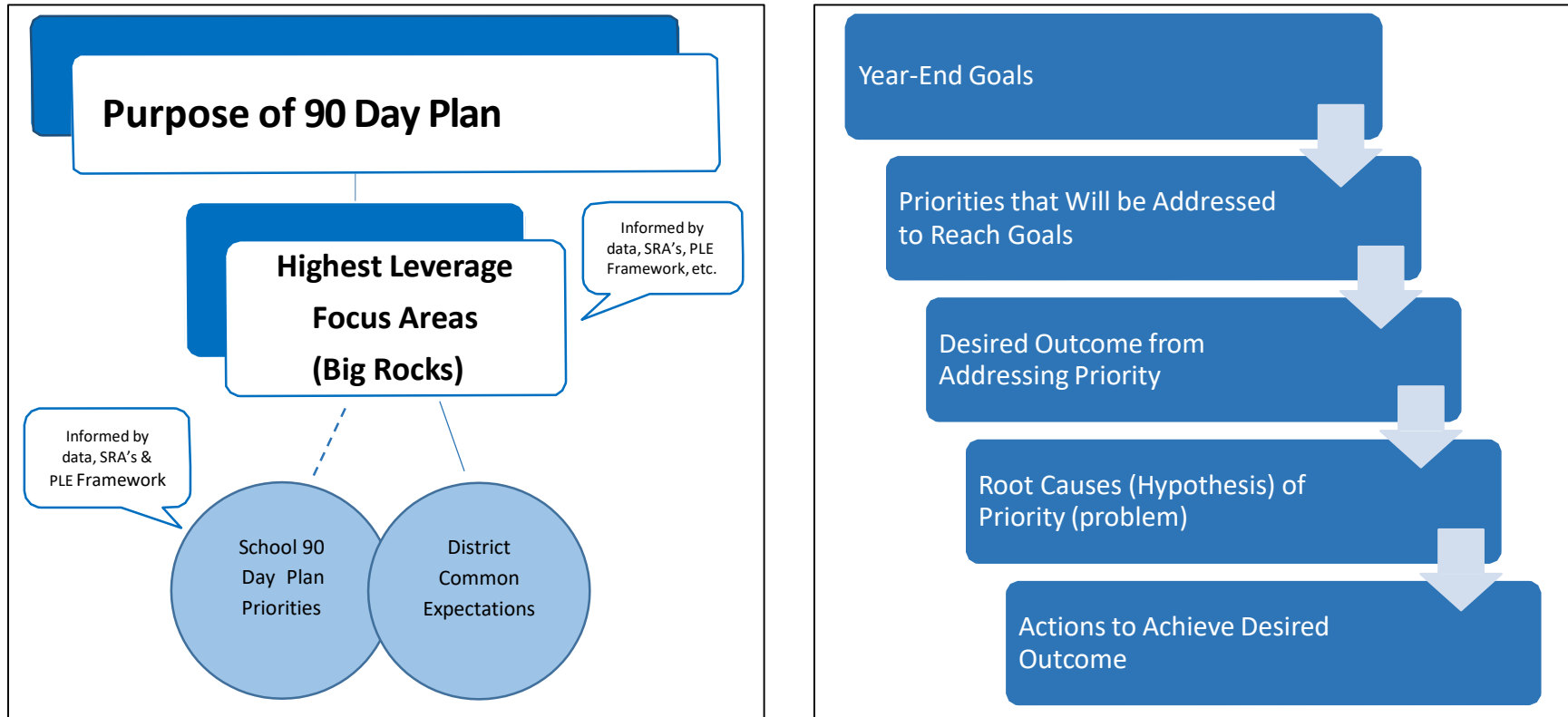
ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Identify student absences daily	Attendance Tacker	Daily	Aspire, Navigate, Chromebook
Intervention system in place & attendance plan	Student Advocacy Team	Weekly	Tracking & Incentives
Telephone notification system	District IT support	Daily	Set-up of system
Phone calls, letters, home visits	Attendance Tracker	Daily	Phone, district vehicle, support staff
Attendance data board with goals, assemblies, classroom presentations	Student Advocacy Team	Weekly	Materials, awards, bulletin board

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly	Weekly data reported in Student Advocacy Meeting with comparisons to 2017-2018	Parent communication, incentives
End of each Term	Data by term	Any part of the system needed including prevention and incentives

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?				