



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	Unpacking standards, vertical alignment and creating learning targets	No data	Unpack grade level standards, vertical alignment, and creating learning targets that accompany grade level essentials	School wide unpacking standard template completed by all grade levels. Vertical alignment data template completed by all grade levels. 5-7 Learning targets created for each math and Language arts essential standard

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?)*
Still performing below our goal of 70% DORF Fluency proficiency. Making gains but not quite where we need to be.

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	March	
Student goals and explicit feedback	Teacher	monthly	
Phonics groups being started 3-5	teachers	3 times a week	20 min. daily

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	weekly	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 benchmark scores	
	Progress monitoring scores	

90-Day Action Plan – Priority #4

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

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

School Leader Responsible:

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
 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	April	
Close reading activities done weekly	Grades 1-5	Weekly	

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): Obtain a deeper knowledge of our core content and communicate more clearly to parents and students the learning expectations

School’s Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
 Teachers will become more familiar with their standards through unpacking standards activities. They will also more fully understand the content of the grade levels below and above them. Finally, they will clearly communicate what proficiency looks like by creating learning targets.

School Leader Responsible:

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
Teachers will understand what is expected of them and parents and students will understand what proficiency looks like for the student.

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 not fully understanding what it takes to meet the state standards. This is evidenced by SAGE scores as well as the results of working on our last goal of improving results on reading standard 8. We found confusion on what was expected across grade levels and within grade level teams. We are also having struggles clearly communicating to parents what students are missing and how they can help their child. This is evidenced by parent feedback on report cards, Calling them confusing and pointless.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Train staff on unpacking standards	Administration	January	Unpacking template
Give staff time to unpack standards each week	Administration and faculty	Jan.-march	30 min. time period per week
Meeting for vertical alignment	administration	March/april	Vertical alignment flowchart
Training on learning targets	Administration	April	

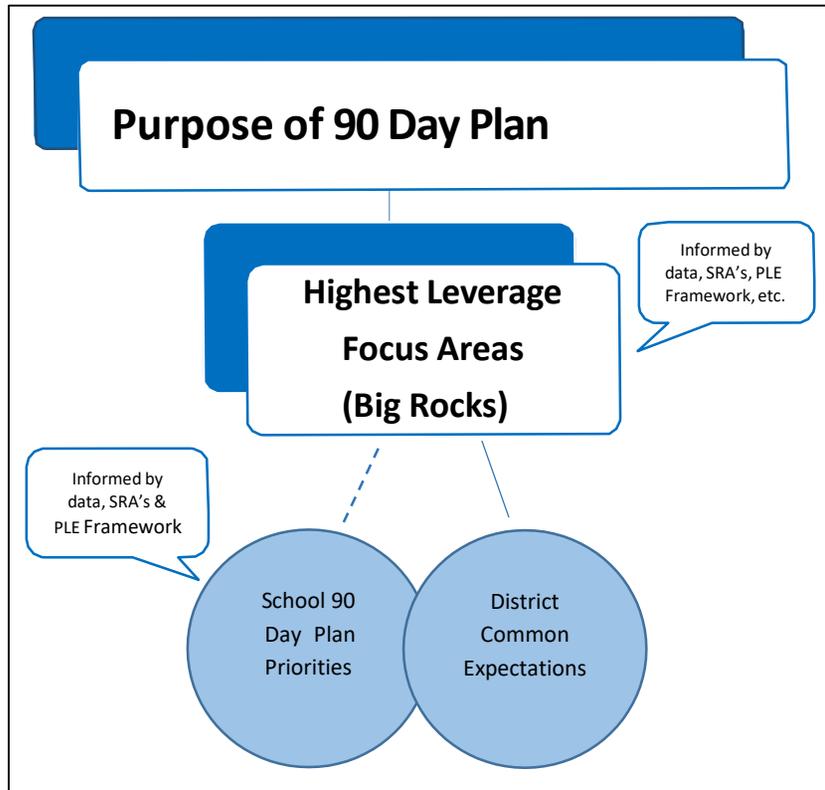
PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Feb.	Follow up with teams on progress of unpacking standards	Provide more time and training
March 20	Progress check training on vertical alignment	More time for unpacking

90-Day Action Plan – Priority #4

April 16th	Standarda and vertical alignment finished training on learning targets	Additional time for vertical allignment
May	5-8 learning targets created for each essential	Additional time

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?				