



# San Juan Quest Program 90-Day Action Plan

District:S

School:

Principal:

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 want to improve staff unity through PBIS by having the entire staff involved in creating and using interventions and rewards. We also want to celebrate good attendance. Finally we want to push students beyond just being good readers and into an area of excellence.

**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	2016-17 RESULTS	2017-18 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Early Literacy k-3 Dorf proficiency	67%	+5%	DIBELS
2	Early Literacy k-3 Dorf accuracy	83%	+8%	DIBELS
3	Early Literacy 70% Growth Goal	45%	70%	DIBELS
4	Increase Student Attendance	NA	95% of students less than 10 days absent	Aspire
5				

**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): Increasing Student Attendance

**School’s Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*  
 Attendance has been strong with the exception of some serious viruses that have gone through our town. With this being said, there is still a small percentage of avoidable absences. Students are not being recognized for their perfect attendance.

**School Leader Responsible:**  
**Amanda**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*  
 95% of students will have less than 10 days absent by the end of May.

**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?)*  
 Students and parents are not regularly rewarded for attendance. Parents travel for all services and need to take students with them. This leads to students not attending occasionally. Some major illnesses have also swept through. One student has had a health issue that has been causing her to go home regularly.

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
1. Institute a monthly attendance reward for students with perfect attendance.	Amanda	Feb 1-May 24	Certificates/pencils
2. Inform parents of the new attendance rewards.	Amanda	Feb 1	
3. At 8 absences send an attendance letter to the parent.	Amanda	Ongoing	
4. Create a visible poster of expectations including being at school and on time	Marjorie	Feb 15	

#### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Feb 1	First attendance reward and parent notification	
Feb 15	Poster of attendance expectations will go up	
As Needed	Letters sent home for excessive absences.	

## 90-Day Action Plan – Priority #2

### School Improvement Focus Area (Big Rock): Implement PBIS school wide

**School’s Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*  
 Individual students are not given a systematic reflection time that is standard when breaking school norms; data is missing from any assigned reflection times. Also a particular student consistently defies expectations.

**School Leader Responsible:**  
**Amanda**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*  
 Create a reflection time paper that will be completed when students receive a redirect “Think Time” . This will also lead to data which can be tracked more effectively. A behavior contract will be instituted with students who are consistently needing redirections.

**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?)*  
 Lacking a school-wide standardized system for redirection.

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Research possibilities for think time papers	Amanda	Feb 8	
Staff vote on and institute think time reflection sheets	Staff	Feb 15	Think time sheet
Research possible behavior contracts with school psychologist	Amanda	Feb 8	
Institute and track behavior staff-wide using behavior contract	Staff	Feb 8	Behavior contract
Staff-wide recognize positive behavior using the in place methods but with tailoring each to the individual teacher	Staff	Feb 8	Wanted cards and posters

#### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
2/10/19	Think time reflection papers being utilized school wide and collected for data purposes	
2/8/19	A school-wide system of positive behavior in place and utilized	Wanted cards rewards change per teacher
2/6/19	A behavior contract in place with psychologist and parent of individual	

### 90-Day Action Plan – Priority #3

**School Improvement Focus Area (Big Rock) - (If applicable):** Reading Proficiency and Growth in K-2

**School’s Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*  
 Students are increasing in fluency but need to push to above typical gains. Students need to perform at their maximum capability.

**School Leader Responsible:**  
**Amanda**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*  
 80% of students will score in the blue, or highly proficient, on the spring DIBELS assessment. Additionally 80% of the students will be at typical or better progress.

**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?)*  
 In the past we have settled for on level being enough. We will be pushing higher and further than we have gone before.

#### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Analyze data to determine the weakest area for each student and set groupings and individualized plans to focus on each area.	Shupe/staff	2/15/19	DIBELS
Train staff members to instruct students for targeted areas. IE retell, accuracy, etc.	Shupe	Weekly March 1-May 30	DIBELS
Reassess weekly and analyze data to determine new needs and/or if instruction is appropriate	Shupe	Weekly	DIBELS
Continue daily intensive phonics instruction	Shupe	Daily	
Increase retell and comprehension whole class instruction	Shupe	Daily	

#### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
2/28/19	Set new groups in response to current data	
2/15/19	Implement daily comprehension within whole class instruction	Could be every other day depending on fitting in writing.
3/1/19	Begin weekly mini-trainings with staff for targeted areas	

## 90-Day Action Plan – Priority #5

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

<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>	<b>School Leader Responsible:</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>	

**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?)*

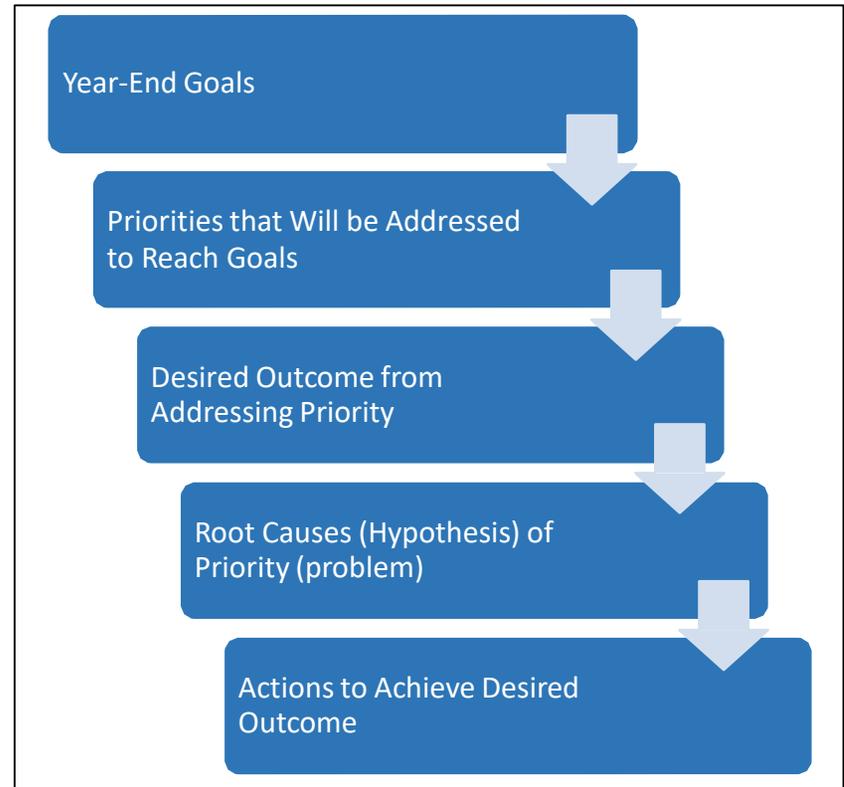
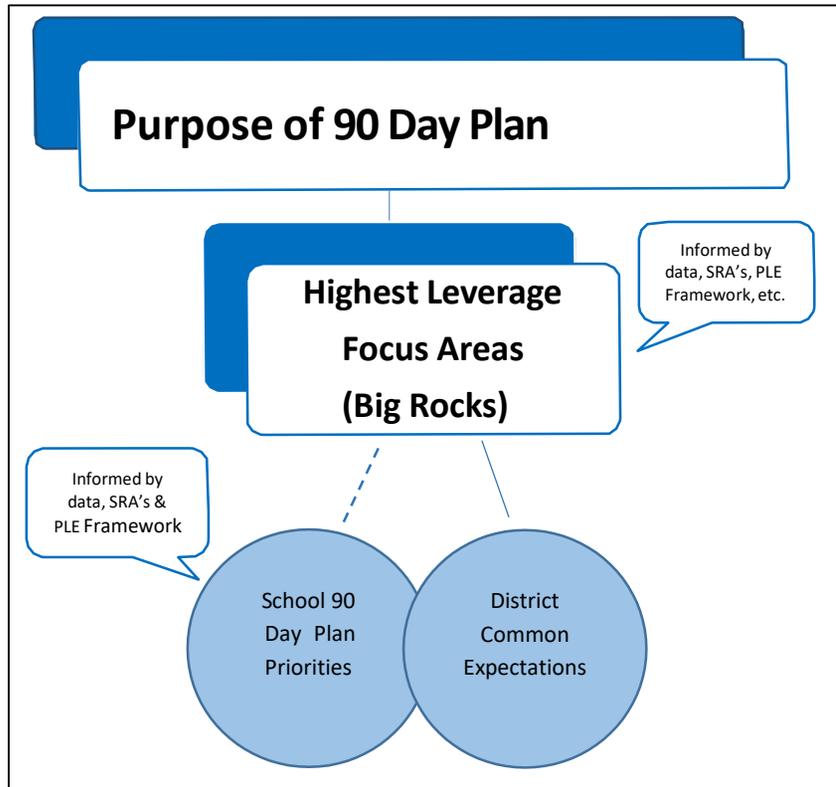
### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments

## 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.)*

<b>Turnaround Purpose &amp; School Goals</b>	<b>Clearly Evident</b>	<b>Solid Progress</b>	<b>Limited Progress</b>	<b>Not Evident</b>
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?				
<b>Big Rocks &amp; School’s Priorities</b>				
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)?				
<b>Root Causes</b>				
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?				
<b>Most Critical Actions to Address Priorities</b>				
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?				
<b>Progress Toward Addressing Priority</b>				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				