



# San Juan Quest Program 90-Day Action Plan

District: San Juan School District  
 School: Monticello Elementary  
 Principal: KC Olson

*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.

Monticello Elementary School is committed to improving student learning in all academic capacities. By providing high quality instruction, which is fine tuned through structured Professional Learning Communities and a collective effort to improve school attendance.

**GOAL SETTING:** Along with Language Arts and 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)
1	Increase ELA Growth	31.1%	50%	End of year testing (RISE)
2	Increase Math Proficiency	Math proficiency (65%)	69%	End of year testing (RISE)
3	Increase student attendance.	95.46% (1 <sup>st</sup> Semester)	97.46% (Second Semester)	Aspire

**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

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# 90 Day Action Plan Priority # 1

## School Improvement Focus Area (Big Rock): Increase depth of knowledge by increased rigor in tier one instruction.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*  
 Last year Monticello Elementary school scored 31.1% growth on the SAGE ELA test which is 13% below state average. On our mid-year benchmarks, on average our math outcomes were 22% higher than our language arts outcomes. Our school's language arts instruction needs to be more rigorous to help all students achieve adequate growth scores.

**School Leader Responsible:**  
**Leadership Team**  
**Mr. Olson**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*  
 Our students will reach adequate yearly growth in ELA by achieving the state average of 50% growth points.

**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?)*  
 Our current tier one language arts instruction is targeting the average student. Our current language arts interventions are focused on our lower performing students. This leaves our typically higher scoring students not receiving rigorous enough language arts instruction so they are not making adequate growth.

### ACTION

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing	Timeline	Resources Needed / Source
Teachers will receive professional development on Depth of Knowledge and Strategies to increase rigor in their classroom instruction.	Mr. Olson	Jan 29 and Feb.1 <sup>st</sup> Dec. 16 and 17th	Annette Brinkman
Leadership Team will create a D.O.K ladder.	Leadership Team	February 11 <sup>th</sup>	Annette Brinkman Resources
Teachers will complete their D.O.K. ladders and develop strategies to ensure that our tier one instruction meets higher levels of D.O.K thus being more rigorous.	Leadership Team	Completed Prior to 4 <sup>th</sup> Monday	D.O.K Ladder
Teachers will implement their plan, analyze their instruction, and revise if needed during following weeks PLC.	Leadership Team Mr. Olson Teachers K-6th	Weekly throughout the plan.	D.O.K. Ladder
The implementation survey will be sent out for all the faculty to complete.	Mr. Olson	3 <sup>rd</sup> Monday of the month.	Implementation Survey

Teachers will complete Implementation Survey monthly on their efforts/effectiveness of increasing rigor in their classroom.	Mr. Olson	Prior 4 <sup>th</sup> Monday	Implementation Survey
Observation Data will be collected weekly analyzing classroom activities/questions and classifying them under what D.O.K level they can be classified. The Leadership team will analyze the data during their meetings.	KC Olson	Through the Month.	Observer Tab D.O.K Tool
Leadership team will create a success criteria check sheet. This check sheet will be used to help Teacher/PLC teams create an effective DOK ladder.	Leadership Team	3/25/2019	D.O.K Ladder
Teachers will compose a common assessment to measure the level of success. The results of this process will be reported when completed.	Teachers K – 6 <sup>th</sup> Mr. Olson	Weekly throughout the plan.	PLC Agendas D.O.K Ladder

**PROGRESS INDICATORS**

Indicator Date		
	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
1 <sup>st</sup> Tuesday of month	D.O.K Ladder created and analyzed to see if it meets the success criteria outlined.	Additional PD on how to increase D.O.K and instructional strategies that support higher D.O.K levels will be given.
4 <sup>th</sup> Monday of the month	D.O.K school wide observation data that has been completed throughout the month will be gathered and analyzed by the school Leadership Team.	Modeling how to increase the percentage of D.O.K questions/activities in the classroom setting.
4 <sup>th</sup> Monday of month	Implementation Survey Data will be analyzed by the Leadership Team.	Address specific concerns that arise on survey.

# 90 Day Action Plan Priority # 2

## School Improvement Focus Area (Big Rock): Analyze Common Assessments to make data driven decisions.

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>          Our schools math growth (59.3%) and proficiency (65%) has been reasonably high so we have chosen to analyze common assessments in our math instruction to directly impact the math proficiency scores of Monticello Elementary School.</p>	<p><b>School Leader Responsible:</b>  <b>Leadership Team</b>  <b>Mr. Olson</b></p>
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>          Our school's math proficiency scores will increase by 4% making it 69% proficient according to the RISE summative assessment.</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?)*  
 Our teachers could spend more time analyzing the data from our common assessments which will directly impact our instruction. Teachers are not focusing on and discussing the results of their common assessments to help drive their instruction as a PLC team. A majority of their decisions are made individually.

### ACTION

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing	Timeline	Resources Needed / Source
PLC professional development meeting will be held on a monthly basis to help encourage collaboration.	Mr. Olson	Monthly	Data collected from teacher input survey and PLC agendas.
Identify or develop an appropriate common assessment and expected proficiency level. Which will take into account What (Measure) the assessment is targeting and When (Frequency) the assessment will be given.	Mr. Olson	At the end of the specific grade levels unit of instruction	Common assessments that the grade levels have chosen in advance.
Teach the unit and administer the assessment.	Leadership Team	At the end of the unit of instruction.	Common assessments that the grade levels have chosen in advance.
Meet as a PLC team and evaluate and analyze the accumulated data.	Leadership Team Mr. Olson	Once the data is collected.	Data from the common assessments that each grade level has collected, and the agenda as a recording form.
Teachers will complete an Implementation Survey monthly on their efforts/ perceived effectiveness of creating or identifying quality common assessments and making data driven decisions in their classroom.	Mr. Olson	Prior to 4 <sup>th</sup> Monday	Implementation Survey
Identify the students that did not meet the proficiency level of the common assessment that was made by the PLC team.	Leadership Team.	During PLC meeting	Data from the common assessments that each grade level has collected.
Determine intervention schedule and administer the intervention.	Leadership Team	Minimum of once a month.	Common Assessments and the data gathered from these assessments.

Teachers will complete PLC agenda form as evidence of their work using the Success criteria check sheet.	Leadership Team	4 <sup>th</sup> Monday of the month.	PLC agendas
Success criteria check sheet will be created, identifying the pieces of data that should be written on a PLC agenda to make sure that is completed effectively.	Leadership Team	March 25th	Ed Direction Coach

**PROGRESS**

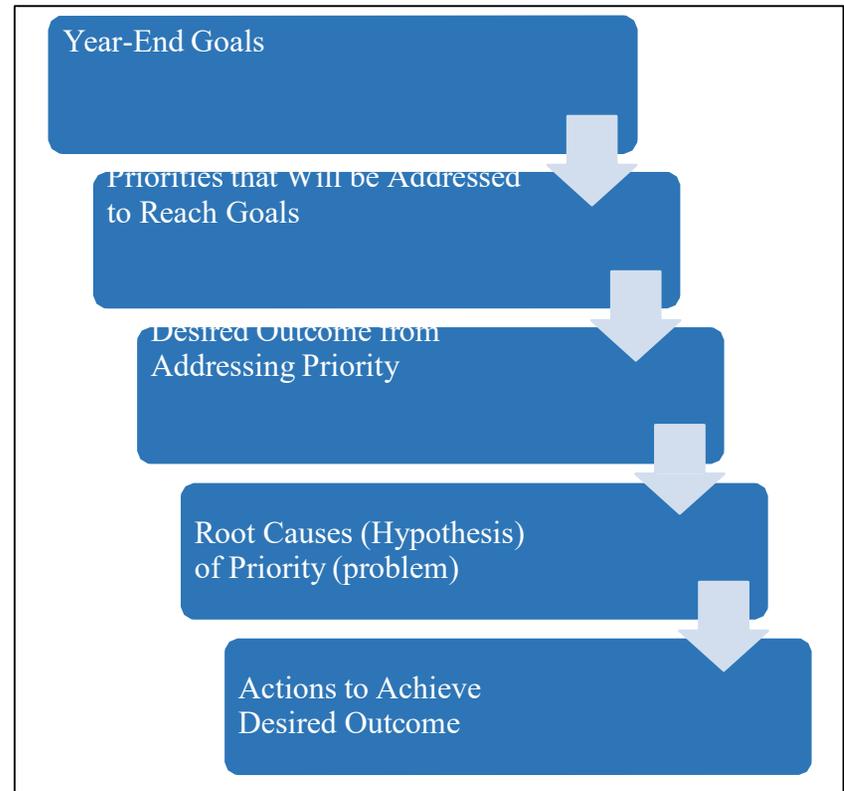
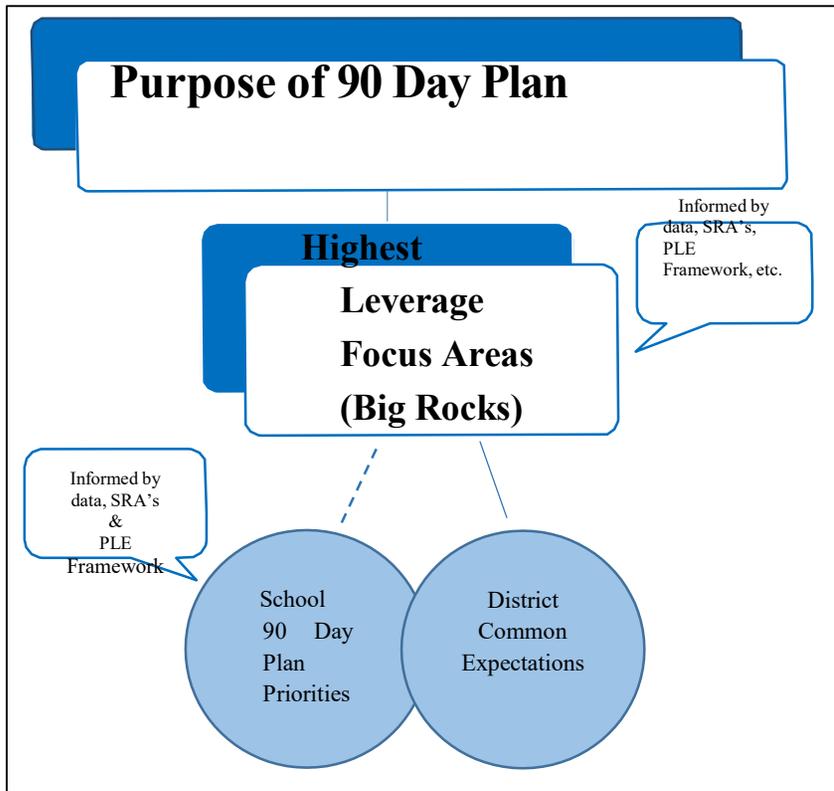
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly	The common assessments and PLC agendas will be used as evidence to determine the progress of the students at Monticello Elementary School.	Specific professional development to address the issue.
4 <sup>th</sup> Monday of month	Implementation Survey Data	Professional Development

# 90 Day Action Plan Priority # 3

<b>School Goal Focus Area (Big Rock) - (If applicable) MES will increase student attendance.</b>			
<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>                  First semester MES had an attendance percentage of 95.46%. MES needs to increase the amount of time our students are in school in order to ensure they are being taught the lessons designed by their teachers, to increase student achievement. Teachers at MES need to input their daily attendance before 9 am so that parents receive the school messenger absent message as a result of their students absence.</p>	<p><b>School Leader Responsible:</b>                  Baylee Spence (Attendance Tracker)                  KC Olson                  All Teachers</p>		
<p><b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>                  Parents will be notified of their students absences daily through the school messenger software.</p>			
<p><b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>                  By utilizing the tools that the district has provided MES can notify parents of their child's absence and how important it is for them to be to school on time everyday. If the teachers are not putting in their attendance by 9 am then the parents are not being notified.</p>			
<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Professional development will be given to teachers describing the importance of inputting the attendance before 9 am.	Mr. Olson		
School Messenger will be used to notify parents of their child's absences.	MES OFFICE	Daily	School Messenger
Personalized phone calls/contact will be made for the students on track to have excessive absences. Also attendance will be an emphasis at SEP day.	Attendance Tracker Teachers/Mr. Olson	As Needed and on SEP day	Aspire Data
Attendance tracker will view attendance data and contact parents of students who have been identified as starting to form habits of poor attendance.	Attendance Tracker	Daily	Aspire
Student Support Team will meet with chronic absent students and form a plan on how to help improve their attendance.	SST Team	As Needed	Aspire
Attendance tracker, Mr. Olson, Students teacher, student and parent will create an intervention plan when student displays a pattern of poor attendance.	Attendance Team	As Needed	Aspire Data
<b>PROGRESS</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>		<b>Potential Adjustments</b>

Weekly	Determine if teachers are entering in their attendance by 9:00 AM Daily.	1. PD on the importance of keeping timely accurate attendance data.
Weekly	Determine if teachers are entering in their attendance by 9:00 AM Daily.	1. Crucial conversations with individual teachers.
4 <sup>th</sup> Monday of month	Implementation Survey Data	Professional Development

## 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?				