



District: San Juan School District
 School: Montezuma Creek Elementary
 Principal: Connie Todachinnie
San Juan Quest

Program

90-Day Action Plan

Highly Effective in Everything We Do

Highly Involved Parents=Highly Successful Students

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.

MCES students will be proficient listeners, speakers, readers, writers, mathematicians, and critical thinkers in order to participate successfully in a global society.

GOAL SETTING:

	Goals	2017-18 RESULTS	2018-19 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	14.5% SAGE	23% RISE	End of year testing (RISE)
2	Math Proficiency	26.25% SAGE	34% RISE	End of year testing (RISE)
3	1-6 DORF Fluency Proficiency K-NWF	1 st -3 rd 40% 4 th -6 th MOY 34% K-94%	1 st -3 rd 45% 4 th -6 th 39% K-95%	DIBELS
4	K-6 DIBELS Composite		65% or higher Students making Typical or Above Typical Growth	DIBELS Pathways to Progress
5	Decrease Chronic Absenteeism	36% (2016-17)	26% or lower	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.

Connie Todachinnie

January 21, 2019

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): Increase Reading Fluency (rate and accuracy)

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

Our kindergarten DIBELS data show that the majority of students are proficient in early literacy skills such as letter naming and phonological awareness (86% proficient). The transition to first grade expectations of blending shows a decrease in fluency when students are reading whole words and words in passages (57% proficient on fluency). Second grade fluency is measured with reading passages and drops to 46%. Third grade fluency drops even further to 24%. Oral Reading Fluency in 4th grade averaged 30%. Fifth and sixth grade teachers did not give the end of year assessment. Their middle of year showed 33% of fifth graders fluent and 38% of sixth graders.

Fluency needs to be an explicit focus for instruction.

School Leader Responsible:

Mrs. Connie Todachinnie

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

When our students are reading with greater fluency, they will be able to allot their cognitive energy for deeper comprehension.

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 literacy planning has not included explicit fluency practice moving from phonological awareness to lists of words to whole passages in an accelerated manner, K-6. In third grade, we see that 32% of the students are proficient based on composite scores with lower fluency scores, students are grasping for comprehension without smooth reading of texts. The lack of assessments in 5th and 6th grade is due to lack of assessment administration. It is not until recently that the need and importance of fluency at all levels has been brought to the forefront of planning and instruction.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Carefully analyze MOY DIBELS data in upper grades. Look for strengths and weakness in each sub group. Provide lesson planning support to teachers in specific areas identified by data analysis.	3-6 Teachers Connie Todachinnie	February	DIBELS reports
Teams will develop and maintain a schedule for progress monitoring with DIBELS. Provide support to new teachers in creating the PM schedule and in administering the assessment.	All Teachers	February 1st	Create PM schedule Share with School Leadership Team
Teachers will analyze and develop small group instruction for fluency during weekly data workshops during 2nd and 4th Tuesday PLC's. K-2 Lead teachers will Team provide professional development in identified areas of need to improve small group instruction. 3-6 Lead teachers will provide professional development in identified areas of need to improve Tier 1 Instruction.	All teachers	2nd and 4th PLC Tuesdays	DIBELS reports

Increase time spent reading out loud with a partner (at least 10-15 minutes per day K-2, 10 minutes per period 3-6) in order to provide reading time with accountability.	All Teachers	January 14th	Buddy Reading Expectation cards
Monthly the School Leadership Team will review individual class and student Pathways to Progress data, discuss progress being made, identify areas of need and provide support.	School Leadership Team	First Monday of the month	

**PROGRESS
INDICATORS**

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly (discussion during PLC)	Students will read 4 words correct on NWF by EOY assessment.	Language used during PM
Weekly (discussion during PLC)	65% of all K-6 students will achieve at or above typical growth according to Pathways to Progress.	Intervention class assignments
Weekly (discussion during PLC)	Retelling will improve by 10% per student (retell fluency)	

90 Day Action Plan Priority # 2

School Improvement Focus Area (Big Rock): Explicit Instruction – Lesson Planning and Delivery (ELA and Math)

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
 During the "I Do" step of modeling behavioral and academic expectations, our instruction lacks the explicitness to ensure students understand 1) **what** they are learning, 2) **why** they are learning it, 3) show **how** to do it successfully, and the 4) **success criteria** expected.

Desired Outcome: *(What will be different if you are successful in addressing this priority?)*
 Students will be better active learners because they'll see the big picture, they'll understand the objectives as a learning tool, instructional time will be maximized because teachers won't have to repeat themselves, teachers will conserve time and energy for students who actually need the help because students will be independent learners. Transition times will be smooth and efficient. Classroom management will less work because students understand behavioral and academic expectations.

School Leader Responsible:
Mrs. Connie Todachinnie

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?)*

The leaders of the school have not provided sufficient professional development for teachers to understand the importance of explicit modeling and how to execute it. The level of explicitness students need does not typically come naturally to content experts such as teachers. Last year's coaching cycles focused on explicit language during instruction and showed it continues to be a struggle.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Professional develop will continue to strengthen teachers' skills in Explicit Instructional Delivery, specifically in vocabulary and comprehension.	Annette Brinkman Lead Teachers Connie Todachinnie	Jan April	Consultant materials Scheduled subs Follow up conversations
Coaching cycles by administrator and lead teachers will monitor explicit instruction using Observer Tab, Explicit Instruction Observation tool, and other observational data collection tools.	Lead Teachers Connie Todachinnie	At least once a month	Observation Tools Time scheduled
Follow up conversations will take place within 24 hours of observation. Specific feedback will be shared and discussed during post observation conversations.	Lead Teachers Connie Todachinnie	At least once a month	
Additional time will be scheduled with teachers individually (as needed) to work with Lead Teachers or Administrator to provide more focused support in planning and delivering Explicit Instruction.	Lead Teachers Connie Todachinnie	Weekly	Observational data
Teachers will video a lesson segment that demonstrates the specific focus they are working on within an explicit instruction lesson.	All Teachers	Quarterly	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Monthly review of small groups	Students will master standards quicker and retain new learning longer (tier 3 intervention not needed as often or for as many students).	
February 25	SJSD Benchmark Assessment will show increase in the number of students mastering essential standards.	
May 2019?	3rd - 6th End of Year RISE Assessment will show increase in student growth and proficiency in ELA, Math, and Science (writing for 5th grade).	
May	K-2 students will show increase in individual student growth and proficiency in grade level EOY assessments.	

Daily (discussion during Collaborative MTG)	Behavior incidents will decrease due to more on task behavior.	

90 Day Action Plan Priority # 3

School Improvement Focus Area (Big Rock) – Decrease Chronic Absenteeism

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*
Attendance (tardies and early checkouts) monitoring within our school needs to be systematic and timely in order to intervene before absences become an issue. Communication with parents and students needs to occur in a timely manner to work effectively as a school/home team to improve attendance.

School Leader Responsible:
Mrs. Connie Todachinnie

Desired Outcome: *(What will be different if you are successful in addressing this priority)*
Chronic absenteeism will decrease by 10%.
Tardies will decrease by 10%.
Early checkouts will decrease by 10%.

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?)*

The ability to contact parents immediately when their child is absent or tardy has been a real struggle. An effective tracking system of parent communication was lacking. Lack of support staff to help keep attendance monitoring up to date.

ACTI ONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Daily monitoring of student attendance.	Attendance Tracker	Daily by 10am	NaviGate, Messenger, ASPIRE,

Personal phone calls, attendance letters, parent/student conferences, home visits	Attendance Tracker School Liaison Officer Mrs. Todachinnie	Daily/As needed by 3pm	Prewritten letters, home addresses, current phone numbers,
Weekly meeting with Student Advocacy Team to review data and create interventions case by case basis. (Cherish H, Chris R, Tiffany B, Kayla A, Anna R, and Connie T)	Student Advocacy Team	Weekly Monday mornings	Scheduled time
Weekly meeting with Attendance team. Identify students/families needing additional support in decreasing absences. Provide intervention/make needed referrals as needed.	Attendance Team	Weekly Monday mornings	
Attendance data display by class showing percentage, daily 100% attendance posters, randomly chosen classroom to reward, bi-monthly popcorn, quarterly celebrations, and EOY incentives.	Student Advocacy Team	As indicated	Bulletin board Incentives

**PROGRESS
INDICATORS**

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Weekly	Data reported at Student Advocacy Team (SOS) meeting will show improvement in student attendance from 2017-18 school year. Intensive focus on chronically absent students.	Interventions for chronic absenteeism

APPENDIX A
Guidance Document

Purpose of 90 Day Plan

Informed by data, SRA's, PLE Framework, etc.

Highest Leverage
Focus Areas
(Big Rocks)

Informed by data, SRA's &
PLE Framework

School 90 Day Plan Priorities

District Common Expectations

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

Overall Reflections/Feedback: <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>				
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 locust 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?				