



90-DAY ACTION PLAN

District: Salt River Schools
School: Salt River High School
Principal: Emily Niu



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 school improvement initiatives.

PURPOSE OF THE INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the initiative. Use language that will inspire stakeholders to become engaged and committed to the school improvement success.

SRHS will become a school of excellence that cultivates high student achievement for all students and is the school of choice for our community. We will move our school label from an "F" to a "D" or better. During the summer we will create action steps to continue our growth in this effort.

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to two additional goals for the school year (i.e. graduation rate, promotion rate, attendance, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2018-2019 RESULTS	2019-2020 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	Grade 7 – 9% Grade 8 – 8% Grade 9 – 18% Grade 10 – 19% Grade 11 – 33%	Smart goals 70% students enrolled in ELA Class with 90% or better attendance will increase their RIT score by at least 3 points as measured in the Fall to Winter NWEA Benchmark Assessment	
2	Math Proficiency	Grade 7 – 4% Grade 8 – 3% Grade 9 – 5% Grade 10 – 16% Grade 11 – 18%	Smart goals 70% students enrolled in Math Class with 90% or better attendance will increase their RIT score by at least 3 points as measured in the Fall to Winter NWEA Benchmark Assessment	
3				

4				
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Principal Commitment: My signature indicates that this plan provides focus and urgency to move the initiative forward – 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

ELEVATE Coach Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. 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.

ELEVATE Coach Signature

Date

90-Day Action Plan – Priority #1

Initiative Focus Area: Climate and Culture

School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Create a common set of shared valued to promote a safe and positive learning environment.	School Leader Responsible:
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Student actively participating in class without fear of negative feedback. Staff actively participating in meetings without fear of negative feedback. Students and staff supporting each other in teaching and learning.	
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> -Student and staff attendance -Discipline data -Lack of participation in class -CNA Staff Feedback -Student related trauma	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Review and revise Eagle Values	Leadership Team	End of Qtr 1	Student Gov't, Service Learning, Principal Newsletter, Yearbook
Train all staff on Trauma Informed Education using curriculum from the Learning National Center on Safe Supportive Environments.	Leadership Team		Trauma informed curriculum, facilitators, meetings rooms, PD schedule
Investigate and decide on avenue for PBIS (Example: KOI, ADE, Class Dojo)	Leadership Team	(Q3 committee begins process for implementation for SY 20-21, Q4 finalize selection process)	Dedicated time to research and speak with vendors. Pbis.org Koi-education.com/pbis Starr.org/resources
Identify appropriate behaviors for all site areas: Classrooms, Halls, Cafeteria, Lecture Hall, Gym, Courtyard, Restrooms. Stay positive with expectations, example instead of 'don't run in halls' use 'walk in halls'.			
Communicate shared values with students, staff, parents, and community -Leadership Team Training -Staff In-Service Day			

-ID Badge, Classroom Posters -Student assemblies, values and student behavior, Attendance Counts, AZ Merit, -Recognition Program for Eagle Values -Site Council -Parent Advisory Committee -Parent Meetings -Student Announcements that encourage success and promote Eagle Values -Weekly motivational / message for teachers to share throughout the year.			
Train staff on customer service (ex: Greeting at door of classroom, on the phone, or as people entering the building).			
Review/Revise Attendance Procedures and Attendance Campaign. Build-in Accountability system to ensure follow-through. Example: Home Visits made for students not attending school regularly			
Explore components of school-wide trauma informed / sensitive school. (Mindfulness, Phoenix Indian Center, Yoga, Support/ Therapy Animals, morning routines such as morning reflection and/or prayer, meditation, greetings, etc.)			
Review discipline data and implement supports to improve behavior.			
Connect with community members to explore use of "Elders" to support traditional values.			

PROGRESS INDICATORS

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

90-Day Action Plan – Priority #2

Initiative Focus Area: Curriculum

School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Implement rigorous/standards based curriculum for each content area with accompanying pacing guides.	School Leader Responsible:
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Instruction will be of high quality, aligned to state standards that engages all students.	

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 inconsistent with implementation of new curriculum and standards
- Inconsistent lesson plans
- Walkthrough observations and evaluation

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Collaborate with C&I to create training for curriculum maps/pacing guides			
Develop PD plans to support ongoing initiatives			
PLC's will focus on implementation of standards, curriculum, assessments, and lesson plan design			
Integrate cultural activities across the curriculum			

PROGRESS INDICATORS

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

90-Day Action Plan – Priority #3

Initiative Focus Area: Instruction			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Provide Quality Instruction for all.		School Leader Responsible:	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Student achievement will increase through instruction that is engaging, rigorous, and addresses the state standards.			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> -Lack of planning -Lack of standards-based instruction, lack of alignment to curriculum -Lack of data analysis -Lack of follow through			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Continue to review, training and monitor the use of engagement strategies, learning goals, and success criteria.			
Develop PD on Questioning Strategies and Formative Assessment			
Analyze NWEA, AZMerit and Final Exam Scores			
Continue to monitor lesson plans to ensure implementation of engagement strategies.			
Completing walk-throughs, face-to-face feedback / instructional coaching, lesson plan analysis.			
Calendar time to review lesson plans, walk-throughs and instructional coaching			
Develop site-based walkthrough form			
Highlight teaching strategies / videos in weekly staff newsletters and PLCs			
Connect lessons to students' background knowledge by using cultural foundations	Teachers	Q1-Q4	Cultural Director and Staff, Curriculum and Instruction Staff, Professional Development, Lesson Plan Design, Curriculum maps
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	

Quick Win Plan
(Only for first semester)

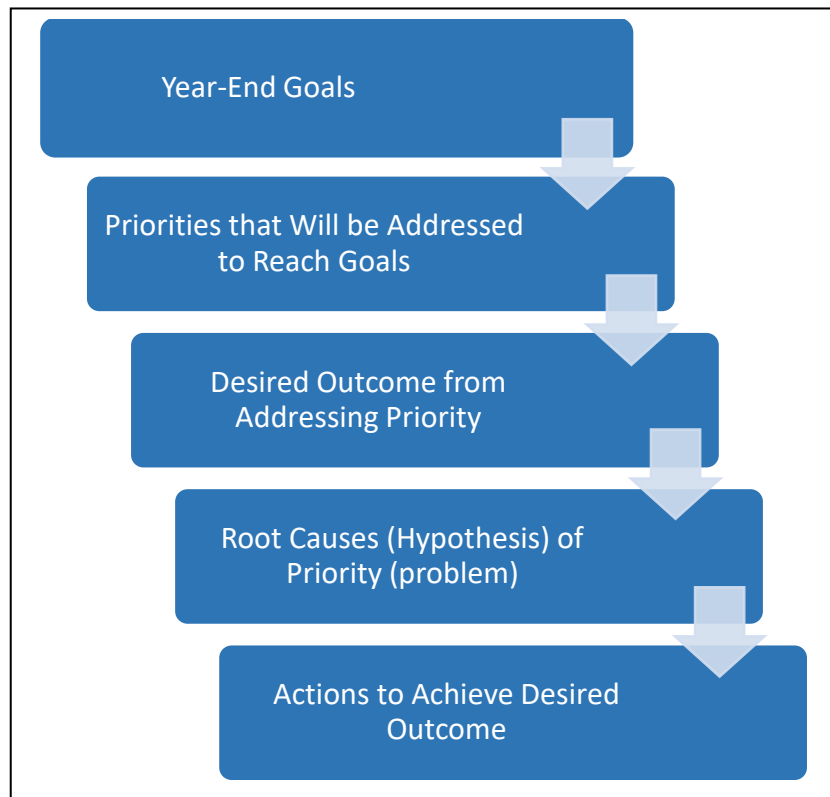
In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the school improvement initiative. These wins will generate positive traction toward your school’s purpose by mobilizing observable cycles of success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in this plan.

Quick Win Plan:

Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	Person Responsible	Timeline
1			

2			
3			

APPENDIX A
Guidance Document



Key Concepts

Goal Indicators: The metric(s) that will be used to assess and monitor progress toward achieving 2017-18 goals.

Priority (Problem to be addressed): The most critical areas (practices) that must be addressed this semester to reach the school's 2017-18 goals.

Desired Outcome (Correction of Problem): If problem is successfully addressed, what will be the result? 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 ELEVATE Coach: 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 the ELEVATE Coach and the ADE to provide feedback on each 90-day plan.

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>							
Targeted student/teacher interaction was identified as a primary cause of low achievement.							
School Improvement Purpose & School Goals				Clearly Evident	Solid Progress	Limited Progress	Not Evident
Is the school's turnaround purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the school improvement initiative's success?							
Have measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?							
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?							
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?							