

SJSD Quest Model 90-Day Plan

School: Monticello High School

Planning Cycle - Fall 2024

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 how this 90-day plan supports your long-term school improvement plan?

Monticello High School would like to continue to see student growth.

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to one additional goal for the semester.

[Looking Back Team Protocol](#) , [What do we know? Suspect? Or Need to Find out? Template](#), [Fishbone Diagram - Cause & Effect Protocol](#)



	2023-24 DATA RESULTS	2024-25 SMART GOALS	FOCUS GROUP(S)	GOAL PROGRESS INDICATORS
1	Language Arts: RISE: Aspire+:	Language Arts: MHS will increase the amount of students proficient in LA on the EOY summative assessments (RISE,ASPIRE+) by 4%.	SWD	DO Benchmarks, Attendance, Low Achievement, Classroom Assessment Data
2	Math: RISE: Aspire+:	Math: MHS will increase the amount of students proficient in Math on the EOY summative assessments (RISE,ASPIRE+) by 4%.	SWD	DO Benchmarks, Attendance, Low Achievement, Classroom Assessment Data

Quest Model Component #1: Teacher Collaboration and High Leverage Instruction	
<p>Problem of Practice: <i>(given the goal identified, what problem needs to be addressed to achieve these goals?)</i></p> <p>The school vision on how all 80 minutes of instruction time is being utilized has yet to reach an acceptable level where teachers can effectively use formative assessments to gauge student learning that will ultimately guarantee student achievement based on their individual needs.</p>	<p>School Leader Responsible:</p>
<p>SMART Goal: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>By January, teachers will effectively use the Critical Friends process, which includes the completed protocol note template, as a model to independently use formative assessment to identify problems with instruction to find high-leverage strategies that will increase student learning as measured through our weekly AAA tracker template. Teachers will roll out the frequency of this goal as described in the action steps below.</p>	

Month	Milestone	Action Step	Resources Needed	Responsible Person(s)	Notes	Evidence
August-Dec ember		PD as needed (Faculty) - What is a Formative Assessment? / How to use 80 minutes effectively? Other TBD...		SLT	PD happened on 9/3 Created our AAA template SLT presented on 9/4	Faculty Meeting Notes...
August		Creation of folders in MHS Shared Google Drive for documents that will be shared by the faculty throughout this entire process.			SLT created a template for each teacher to collect their data. It is shared with administration	MHS Shared Google Drive
August-Dec ember		Establish purpose of, continue and improve “Critical Friends”		Staff/Admin	Narrow the focus on high-leverage strategies. Have visual reminders from PD of what the strategies are to focus on.	Groups created on MHS Shared Drive/Presentation Rotation.

August-Dec ember		Teachers will have quarterly “Data Meeting” with specified MHS Administrator.		Teachers/Admin		Shared on MHS Shared Drive...
August-Dec ember		Teachers will submit data analysis processes with MHS Triple AAA (Assess, Analyze, Act - Template (Weekly)...	Make template			MHS Shared Google Drive / MHS AAA completed documents...
Continued Process...		Identify issues within instruction using data...	Data gathered through formative assessments.	Critical Friends (PLC Groups)		

Key: Task complete, Task in-progress, Needs Attention, QW=quick wins

Quest Model Component #2: Learning Supports, Teacher Collaboration, and High Leverage Instruction.

Problem of Practice: *(given the goal identified, what problem needs to be addressed to achieve these goals?)*

MHS is not identifying high-leverage strategies to maximize our 80-minute class period and address current data trends. Teachers still need to plan lessons to meet the needs of all students (high & low). Teachers have yet to collect student formative assessment data and adjust instruction as necessary.

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

By January, teachers will effectively implement a high-leverage strategy to increase cognitive engagement (learning). Specific high-leverage strategies will be data-driven and articulated in PD, PLC, instructional coaching, and formative data cycles; **measured through observation data gathered by school administration.**

School Leader Responsible: Principal, Assistant Principal and SLT Team.

Month	Milestone	Action Step	Resources Needed	Responsible Person(s)	Notes	Evidence
Below outlines the MHS PD Cycle that will be adhered to for the next 90 Days.						
Aug.		Collect observation data to determine what our first school-wide high-leverage strategy will be (primary focus).	USBE Evidence-Bas ed Practice Cards	Admin	Step 1-Aggressive monitoring	Analysis of observation notes to determine instructional gaps.

Sept.		Analyze observation data and determine which high-leverage strategy will address gaps in learning.		SLT	Step 2	
Sept.		Provide PD on a targeted specific high-leverage strategy. PD will include specific Success Criteria for strategy implementation to support accountability.		SLT	Step 3	PD Handouts
Sept.		Implementation look-fors (Success Criteria) data collected for high-leverage strategy		Admin	Step 4	Success Criteria
		Analyze implementation data and determine the next steps on the MHS PD Cycle. Every School Leadership team meeting (Monthly). (Possibly re-teach strategy, move on to a new high-leverage strategy, possibly differentiate PD, etc.)		SLT	Step 5	Data
September - December		Repeat cycle as necessary				SLT Meeting Notes

Key: Task complete, Task in-progress, Needs Attention, QW=quick wins