

SJSD Quest Model 90-Day Plan

School San Juan High School

Planning Cycle - Fall 2025

School Improvement Designation _____

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.

Supporting Documentation:

Link to SJSD Equity and Achievement Report

Link to Comprehensive Needs Assessment: Root Cause Assessment & Data Analysis (must include analysis of identified student group)

Link to CALL survey or other survey data

Link to Title I Budget Sheet

Link to CSI Budget Sheet

Link to School Land Trust Plan

Link to TSSA Plan



Goal Summary <i>Goals should be for growth and/or proficiency.</i>	Professional Learning Needs	Stakeholder Communication Plan
Year 1 (2024-25): -LA: By the end of the 2024-25 school year, increase the Aspire+ Language Arts score by 2% and increase the ACT English and Reading average to 18. -Math: By the end of the 2024-25 school year, increase the Aspire+ Math score by 2% and the ACT Math average to 18. -Reading: After the final administration of the Toschrif Test, students that are on grade level will maintain their grade level reading and students who are below grade level will, on average, increase their reading grade level by a half a grade. Year 2 (2025-26): See below Year 3 (2026-27):	<ul style="list-style-type: none"> Planned and structured PLCs Engagement Strategies Training on Accommodation Strategies <ul style="list-style-type: none"> School wide and content level Paraprofessional Training <ul style="list-style-type: none"> Monthly for paras As needed for teachers 	<ul style="list-style-type: none"> Weekly Newsletter School Community Council CCR Days 2nd and 4th Quarter Parent/Teacher Conference

	2024-25 DATA RESULTS	2025-26 Annual SMART GOALS (growth and/or proficiency)	FOCUS GROUP(S) (TSI, ATSI, CSI, ELL, SWD, etc.)	Evidence-based Interventions, strategies, and activities	GOAL PROGRESS INDICATORS AND TIMELINE (Summative)
1	Language Arts Utah Aspire + Reading Grade 9: 45% Reading Grade 10: 55% ACT English: 18.7 Reading: 19.2	By the end of the 2025-26 school year, increase the Aspire+ Language Arts score by 2% and increase the ACT English average to 19 and Reading average to 19.5.	SWD 9 - 11 ELL 9 - 11	See SMART Goals below	<ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ○ Students will take the Toscrf Test 3 times a year. At the beginning, middle, and end of year to track progress. ● English: <ul style="list-style-type: none"> ○ Pre test on the Utah Standard at the beginning of the term. ○ Post project at the end of term to make sure the standard is met.
2	Math Utah Aspire + Math Grade 9: 25% Math Grade 10: 26% ACT 17.89	By the end of the 2025-26 school year, increase the Aspire+ Math score by 2% and the ACT Math average to 19.	SWD 9 - 11 ELL 9 - 11	See SMART Goals below	<ul style="list-style-type: none"> ● Assessments given at the end of each unit that are tied to the Utah State Standards. ● ACT <ul style="list-style-type: none"> ○ Student success will be measured by mastery of ACT-aligned Math 3 standards through standards-based grading. Growth will also be monitored through ACT practice tests, participation in “ACT Question of the Day” discussions, performance during the ACT Bootcamp breakout session, and the ACT test taken in the Spring.
3	Science Utah Aspire+ Science Grade 9: 46% Science Grade 10: 47% ACT 19.5	By the end of the 2025-26 school year, increase the Aspire+ Science score by 2% and increase the ACT English average to 20.	SWD 9 - 11 ELL 9 - 11	See SMART Goals below	<ul style="list-style-type: none"> ● Assessments given at the end of each unit that are tied to the Utah State Standards. ● ACT <ul style="list-style-type: none"> ○ Student success will be measured by mastery of ACT-aligned science questions on assessments throughout the year, performance during the ACT Bootcamp breakout session, and the ACT test taken in the Spring.

Long-term Vision of the 90-day plan GOALS: Articulate in a few sentences how this 90-day plan supports your long-term school improvement plan.

Every student reading at or above grade level.

90-Day Goals

Quest SMART Goal #1: *(What will be different if you are successful in addressing this priority?)*

By February 2026, 9th–12th grade students currently reading below grade level will improve their TOSCRF scores by at least half a grade level, as measured by fall and winter benchmark assessments, using evidence-based strategies focused on fluency, vocabulary, and contextual comprehension.

Quest Model Component: District-Wide Learning Support

Problem of Practice: *(given the goal identified, what problem needs to be addressed to achieve this goal?)*
Based on the end of level test in 2025, 50% of students grades 9-12 at San Juan High School are reading below grade level.
Based on the TOSCRF testing at the beginning of the 2025 year 32% of 11th graders were below grade level and 33% of 9th graders were below grade level in reading.

School Leader Responsible:

-Shanda Winget
 -Layne Nielson
 -Ashley Lacy

Root Cause Summary:

The students entering our school right now are students who missed formative, early literacy instruction during the 2020-2021 Covid years when they were in elementary school which has had a profound impact on their reading fluency and comprehension.

Budget Narrative:

Indicators: Continuing TOSCRF Tests,

Month	Milestone	Action Step	Resources Needed	Responsible Person(s)	Notes	Action Step Evidence
Aug/ Sep	Determine Reading Level	In 9th, 10th, 11th Grade LA class, administer the TOSCRF test		Ashley, Layne, Shanda		
Sep - Dec		Sharing content area literacy strategies. Diversifying accommodations, scaffolding, and supports.				
Jan	Midyear Reading Level Check	In 9th, 10th, 11th Grade LA class, administer the TOSCRF test		Ashley, Layne, Shanda		

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

Quest SMART Goal #2: *(What will be different if you are successful in addressing this priority?)*

Teachers will implement a new engagement strategy each month and share/report back on its effectiveness during faculty meetings. Additionally, the PLC will enhance its effectiveness by following predetermined agendas, setting relevant short-term goals each month, and ensuring that these goals align with the strategies being implemented.

Quest Model Component: PLC Teacher Collaboration

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

We need a schedule of Engagement Strategies as well as a plan for every Tuesday.

School Leader Responsible:

School Leadership Team

Root Cause Summary:

Teacher feedback shows that PLCs are not effective. There is no follow through or accountability with the discussions. There is no consistency between members of the PLC. They lack structure and goals.

Budget Narrative:

Indicators: *Agendas with goals, submit notes to Administration, discussion among leadership team*

Engagement Strategy	Date	Milestone	Action Steps	Resources Needed	Responsible Person(s)	Notes	Action Step Evidence
Sentence Frames	9/2	Leadership	Develop 90-Day Plan		Leadership Team	Meeting Agendas	
	9/9	Faculty	Present 90-Day Plan & Engagement Strategy (Sentence Frames)		Ryan, Barkley, Shanda		Google Doc to sign up for when you'll use it in class
	9/16	Grade Level	Share examples of sentence frames that we have used. Identify our SWD in each class. Check their accommodations.				
	9/23	Content	Share out about how the movement strategies were implemented in each class.				
Movement Strategies	10/7	Leadership	Discuss and decide on an engagement strategy to implement for the month			Four corners Gallery walk Would you rather?	
	10/14	Grade Level	Present Engagement Strategy for the month. Share ideas of what could work.				
	10/21	Content	Share examples of engagement strategies that we have been doing.				

	10/28	Faculty	Share out about how the movement strategies were implemented in each class.				
	11/4	Leadership	Discuss and decide on an engagement strategy to implement for the month				
	11/18	Grade Level	Present Engagement Strategy for the month. Share ideas of what could work.				
	11/25	Faculty	Share out about how the movement strategies were implemented in each class.				
	12/2	Leadership	Discuss and decide on an engagement strategy to implement for the month				
	12/9	Grade Level	Present Engagement Strategy for the month. Share ideas of what could work.				
	12/16	Content	Share examples of engagement strategies that we have been doing				

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

Quest SMART Goal #3: *(What will be different if you are successful in addressing this priority?)*

By the end of December, teachers will participate in a professional development session to learn about accommodations with monthly collaboration meetings focused on learning accommodations and differentiation strategies.

Quest Model Component: MTSS

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

-Teachers need training on how to implement accommodations for SWD.

School Leader Responsible:

Debbie Pugh, Ryan Nielson, Barkley Christensen

Root Cause:

SWD CSI - students are falling behind. More targeted instruction and assessment needed

Budget Narrative:

Indicators:

Month	Milestone	Action Step	Resources Needed	Responsible Person(s)	Notes	Action Step Evidence
Sept./ Nov.		PD exploring accommodations	Graphic organizers Sentence frames	Ryan Nielson		PD in Faculty Meeting.
9/16		Identify our SWD in each class. Check their accommodations.				

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

Team Commitment: My signature indicates that this plan provides focus and urgency to make school improvements – and that the school’s leadership team, teachers, parents, and tribal officials participated in the plan's development. 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.

This plan was presented at the _____ Chapter meeting on _____.

Reviewed and input provided by faculty: _____
Date

Principal Signature

Teacher Signature

Teacher Signature

Reviewed and input provided by School Community Council: _____
Date

SCC President

Parent Input Signature (appointed by SCC President)

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 implementing this plan, while also holding the school’s leader accountable for its implementation.

District Administrator Signature

Date

SJSD School Improvement Plan Resources and Templates

[Comprehensive Needs Assessment Template](#)

Tools for Identifying Root Cause: Along with Language Arts and Math proficiency rates, identify up to one additional goal for the year. [What Do You See? What Do You Make of It? Looking Back Team Protocol](#), [What do we know? Suspect? Or Need to Find out? Template](#), [Fishbone Diagram - Cause & Effect Protocol](#), [Root Cause Analysis Questions](#), [5 Whys Protocol](#)

[Milestone Tracker](#)

[Common Learning Challenge Reflection Protocol](#)

[Analyzing Common Short-Term Data Protocol](#)

[USBE Center for Continuous School Improvement](#)

[US Department of Ed. SIP Planning Resources](#)

Evidence-Based Practices Resources:

[Evidence-based Interventions for Student Behavior Support](#)

[Parent and Family Engagement](#)

[SWD](#)

[ELL Elementary](#)

[AM7](#)

[High Leverage Practices](#)