



Partnership for
Leaders in Education

Darden School of Business
Curry School of Education

90-DAY ACTION PLAN

District: Washington Elementary District

School: Mountain View

Principal: Mike Waters

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 turnaround initiative.

PURPOSE OF THE TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

Building on the successes from the 2014-2015 school year, Mountain View will continue to break the stereotype of what students like ours are "supposed to do." Regardless of their surname, the educational background of their family, the color of their skin or what kind of house they live in, we passionately believe our students have the right and the ability to achieve at levels as high as or higher than kids in any other school in the state or nation. The next couple of years we will prove this.

Vision: "Inspiring Dreams. Realizing Potential. Maximizing Success."

Mission: "Raise the Bar. Close the Gap. Accept NO Excuses."

GOAL SETTING: Along with Language Arts and Math proficiency rates, 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	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	14 point Pre to Post growth Growth was better than 18 other WESD schools	Language Arts Proficiency	School wide (grades 3-8) average increase of 20% from pre-post test. Individual teacher avg. increase of 5 % <u>more</u> from pre-post test as compared to 14-15 School Year pre-post growth. New teachers to M.V. will have a goal 5% higher than last year's grade level average.
2	Math Proficiency	19 point Pre to Post growth Growth was better 10 other WESD schools	Math Proficiency	School wide (grades 3-8) average increase of 24% from pre-post test. Individual teacher avg. increase of 5 % <u>more</u> from pre-post test as compared to 14-15 School Year pre-post growth. New teachers to M.V. will have a goal 5% higher than last year's grade level average.
3	Non Rdng/Math Content Growth	Inconclusive	Non Reading/Math Content growth	Teacher average increase of 20% from pre-post test.
4	ELL Reclassification	20.7% reclassification rate	ELL Reclassification	30% reclassification rate of FAY ELL students
5	Bottom 25% Growth	6% (math) and 4% (ELA) greater than non bottom 25% on WESD pre-post test growth	Bottom 25% Growth	Bottom 25% of students will grow 10% MORE than non bottom 25% students on WESD Pre-Post tests

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the turnaround 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.

January 22nd, 2016

Principal Signature

Date

Shepherd 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.

District Shepherd Signature

Date

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Expand Assessment / Data Cycle			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Data Meetings – Data meetings are not consistently and systematically held and used to drive instruction throughout campus.			School Leader Responsible: Mike Waters
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Teachers will regularly engage in structured data discussions/meetings. Teachers will use data to drive their instruction as measured by individual teacher and school wide increases in WESD Pre- Post test scores.			
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 structure provided by administration. Data hasn't been reliably available in a user friendly format			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Reinforce / Reemphasize importance of Data Analysis process to faculty.	Waters	Ongoing throughout Spring	Copies of WESD Roadmap
Create structure for regular data meetings in all grade levels K-8 including researching the concept of Teacher Morning Time – logistics / structure / norms etc.	Waters	By February 12 th	Visit sister UVA schools already implementing TMT
Continue to increase consistency of 1 on 1 data analysis meetings post interim tests in grades 3-8. Meetings will occur during teacher's planning period.	Leadership team	Following Post Test # 3.	Data Dash 1 page data sheet 1 on 1 cheat sheet
Deeper Analysis / Global look at whole school data with administration and program coaches to assist with "pipeline"	Leadership team	Week of Feb. 1 st Week of Mar. 21 st	Data Dash / DIBELS
Provide teachers with individualized/specific goals for end of year assessments	Leadership Team	Week of Feb. 8 th	Data Dash / DIBELS
Organize the collection of data in K-2 refine and add in meeting times.	Jaime Tejada / Mary Brontsema / Bobbi Oosterbaan	February 29 th	All K-2 data sources
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
Monthly	PLC Agendas		
Jan. 29 th	Visits to sister UVA schools scheduled		
Post interim 3	1 on 1 data analysis meetings held		
Feb. 5 th / March 25 th	Deep Dive administrative meetings held		
Feb. 12 th	Teachers provided with specific individual goals after administrative deep dive.		

90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Roadmap of High Expectations for Student Learning			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Teacher : Systems do not exist to effectively empower teachers who have experienced successful outcomes to positively impact colleagues.			School Leader Responsible: Mike Waters
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> There will be an increase in teacher buy in, accountability and effectiveness as measured by tracking of content, participation and leadership of PD sessions, teacher retention, and comprehensive review of year end achievement data.			
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> Teacher turnover, lack of administrative emphasis,			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Reinforce / Reemphasize use of W.E.S.D. Roadmap	Administration & Program Coaches	Ongoing throughout Spring	WESD Roadmap
Sharing of success stories of successful teachers	Administration & Program Coaches	Weekly during PLC time	
Create list of current teacher leaders and potential teacher leaders	Administration & Program Coaches	Feb 5 th	
Empowering existing and newly identified potential teacher leaders to lead onsite trainings during grade level meetings, PLC etc.	Administration & Program Coaches	Ongoing throughout Spring	
Administration restructuring / delegation of managerial duties to create more time to function as true instructional leaders including opportunities to empower teachers.	Administration	Feb. 19 th	
Adjustments to 10 site based PLC schedules to allow for increased teacher planning time le; 1x per month no meeting / shortening common whole group time	Mike Waters	Ongoing throughout Spring	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
weekly	PLC Agendas		
Feb. 5 th	List of current and potential leaders created		
Feb. 19 th	List of administrative duties / managerial flowchart created		

90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock) - (If applicable): Ongoing Intervention and Progress Monitoring				
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> ELL Teacher Prep: There is inconsistent integration, <u>by classroom teachers</u> across all grade levels, of effective ELL planning and delivery strategies resulting in students not acquiring individualized targeted skills and subsequently underperforming on AZELLA.			School Leader Responsible: Mary Brontsema Lily Gold	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> 30% of all Full Academic Year (FAY) students will reclassify. Movement towards proficiency as measured by individual teacher and school wide increases in WESD Pre- Post test scores.				
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> Confusion amongst teachers regarding integration of ELP standards and W.E.S.D. Program Guides. Inconsistent usage of Research based SEI planning and delivery strategies. No opportunity to implement the Data Cycle as related to ELL acquisition Teacher turnover				
ACTIONS				
Critical Action to Address Root Cause & Achieve Desired Outcome		Person Completing Action	Timeline	Resources Needed / Source
SPED Reclassification process solidified, implemented and documented		Lily Gold	Prior to AZELLA testing	
AZELLA test preparation		Program Coaches	Prior to AZELLA testing	
Select effective ELL teachers and empower them to provide trainings to colleagues.		Leadership team	Ongoing throughout Spring	
Identify "ELL Super Strategies" to share during the 9 site based PLC days post AZELLA test.		Program Coaches	Prior to Feb. 24 th	District ELL Coach, Dept. of Ed. SEI resources
Triangulation of "ELL Super Strategies" / WESD Roadmap / Domain 3 from Evaluation Instrument and sharing out to teachers during PLC time		Leadership Team	Prior to Feb. 24 th	Roadmap, TalentED, ELL strategies
PROGRESS INDICATORS				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments	
Feb. 1 st	All ELL classes have received AZELLA test prep instruction from Program Coaches			
Feb. 5 th	List of successful ELL teachers created and schedule set for them to provide trainings to staff			
Feb. 24 th	List of ELL Super Strategies created and shared with staff along with triangulation with WESD Roadmap and Domain 3 from eval instrument.			

90-Day Action Plan – Priority #4

Turnaround Initiative Focus Area (Big Rock) - (If applicable): Ongoing Intervention and Progress Monitoring				
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Intervention: Across campus, systems are not in place and teachers aren't equipped to provide consistent, effective Tier 2 intervention to support Tier 1 instruction.			School Leader Responsible: Jaime Tejada	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> K-2 students will demonstrate an increase of 5% over last year's growth from middle to end of year on grade level DIBELS assessments. Movement towards proficiency as measured by individual teacher and school wide increases in WESD 3-8 grade Pre- Post test scores. To empower teachers across grade levels with intervention strategies that can be effectively implement, in Tier 2 intervention to support Tier 1 instruction.				
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 knowledge of Tier 2 strategies from classroom teachers. Lack of training opportunities. Prioritization of primary grade intervention Lack of personnel resources Structure of PLC schedule not providing				
ACTIONS				
Critical Action to Address Root Cause & Achieve Desired Outcome		Person Completing Action	Timeline	Resources Needed / Source
Monitor 4 th grade math intervention program for remainder of spring semester		J.J. Spellman	Ongoing	
Conduct data analysis to leverage student reading intervention support for '16-'17 SY		Leadership team, interventionists	April 2016	
Monitor and revise as necessary primary reading intervention plan		Jaime Tejada	Ongoing	
Develop and deliver intervention data and strategies training to 4-6 grade ELA teachers		J. J. Spellman/Mike Waters	Feb. 26th	
Conduct data analysis to leverage student math intervention support for '16-'17 SY		Administrative Team	April 2016	
Develop upper grade ELA intervention training opportunities for classroom teachers to be implemented in 2016-2017 SY		Administrative Team Program Coaches	April 2016	
PROGRESS INDICATORS				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments	
Feb. 26th	PLC agendas			
April 29 th	Reading and Math intervention support is solidified for '16-'17 SY			