



**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<br>Growth was better than 18 other WESD schools        | Language Arts Proficiency       | School wide (grades 3-8) average increase of 20% from pre-post test.<br>Individual teacher avg. increase of 5 % <u>more</u> from pre-post test as compared to 14-15 School Year pre-post growth.<br>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<br>Growth was better 10 other WESD schools             | Math Proficiency                | School wide (grades 3-8) average increase of 24% from pre-post test.<br>Individual teacher avg. increase of 5 % <u>more</u> from pre-post test as compared to 14-15 School Year pre-post growth.<br>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)<br>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 22<sup>nd</sup>, 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

| <b>Turnaround Initiative Focus Area (Big Rock):</b> Expand Assessment / Data Cycle  |  |   |   |
|---|--|---|---|
| <b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i><br><b>Data Meetings</b> – Data meetings are not consistently and systematically held and used to drive instruction throughout campus.   |  |   | <b>School Leader Responsible:</b><br><br><b>Mike Waters</b> |
| <b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i><br>Teachers will regularly engage in structured data discussions/meetings.<br>Teachers will use data to drive their instruction as measured by individual teacher and school wide increases in WESD Pre- Post test scores. |  |   |   |
| <b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i><br>Lack of structure provided by administration.<br>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 <sup>th</sup>                                  | 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<br>1 page data sheet<br>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 <sup>st</sup><br>Week of Mar. 21 <sup>st</sup> | Data Dash / DIBELS  |
| Provide teachers with individualized/specific goals for end of year assessments   | Leadership Team  | Week of Feb. 8 <sup>th</sup>                                  | 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 <sup>th</sup>                                     | All K-2 data sources  |
| <b>PROGRESS INDICATORS</b>  |  |   |   |
| Indicator Date  | Evidence to Determine Progress Toward Achieving Desired Outcome                  |   | Potential Adjustments                                       |
| Monthly   | PLC Agendas  |   |   |
| Jan. 29 <sup>th</sup>   | Visits to sister UVA schools scheduled   |   |   |
| Post interim 3  | 1 on 1 data analysis meetings held   |   |   |
| Feb. 5 <sup>th</sup> / March 25 <sup>th</sup>   | Deep Dive administrative meetings held   |   |   |
| Feb. 12 <sup>th</sup>   | 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   |   |                           |   |
|--|---|---------------------------|---|
| <b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i><br><b>Teacher :</b> Systems do not exist to effectively empower teachers who have experienced successful outcomes to positively impact colleagues.   |   |                           | <b>School Leader Responsible:</b><br><br><b>Mike Waters</b> |
| <b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i><br>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. |   |                           |   |
| <b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i><br>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 <sup>th</sup>       |   |
| 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 <sup>th</sup>     |   |
| Adjustments to 10 site based PLC schedules to allow for increased teacher planning time<br>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 <sup>th</sup>   | List of current and potential leaders created                   |                           |   |
| Feb. 19 <sup>th</sup>  | List of administrative duties / managerial flowchart created    |                           |   |

### 90-Day Action Plan – Priority #3

| <b>Turnaround Initiative Focus Area (Big Rock) - (If applicable): Ongoing Intervention and Progress Monitoring</b>  |  |                                |  |
|---|--|--------------------------------|--|
| <b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i><br><b>ELL Teacher Prep:</b> 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.   | <b>School Leader Responsible:</b><br><br><b>Mary Brontsema</b><br><br><b>Lily Gold</b>   |                                |  |
| <b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i><br>30% of all Full Academic Year (FAY) students will reclassify.<br>Movement towards proficiency as measured by individual teacher and school wide increases in WESD Pre- Post test scores.  |  |                                |  |
| <b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i><br>Confusion amongst teachers regarding integration of ELP standards and W.E.S.D. Program Guides.<br>Inconsistent usage of Research based SEI planning and delivery strategies.<br>No opportunity to implement the Data Cycle as related to ELL acquisition<br>Teacher turnover |  |                                |  |
| <b>ACTIONS</b>  |  |                                |  |
| 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 <sup>th</sup> | 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 <sup>th</sup> | Roadmap, Talented, ELL strategies              |
| <b>PROGRESS INDICATORS</b>  |  |                                |  |
| Indicator Date  | Evidence to Determine Progress Toward Achieving Desired Outcome  | Potential Adjustments          |  |
| Feb. 1 <sup>st</sup>  | All ELL classes have received AZELLA test prep instruction from Program Coaches  |                                |  |
| Feb. 5 <sup>th</sup>  | List of successful ELL teachers created and schedule set for them to provide trainings to staff  |                                |  |
| Feb. 24 <sup>th</sup>   | 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

| <b>Turnaround Initiative Focus Area (Big Rock) - (If applicable):</b> Ongoing Intervention and Progress Monitoring  |  |                       |                           |
|---|--|-----------------------|---------------------------|
| <b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i><br><b>Intervention:</b> Across campus, systems are not in place and teachers aren't equipped to provide consistent, effective Tier 2 intervention to support Tier 1 instruction.  | <b>School Leader Responsible:</b><br><br><b>Jaime Tejada</b>       |                       |                           |
| <b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i><br>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.<br>Movement towards proficiency as measured by individual teacher and school wide increases in WESD 3-8 grade Pre- Post test scores.<br>To empower teachers across grade levels with intervention strategies that can be effectively implement, in Tier 2 intervention to support Tier 1 instruction. |  |                       |                           |
| <b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i><br>Lack of knowledge of Tier 2 strategies from classroom teachers.<br>Lack of training opportunities.<br>Prioritization of primary grade intervention<br>Lack of personnel resources<br>Structure of PLC schedule not providing   |  |                       |                           |
| <b>ACTIONS</b>  |  |                       |                           |
| Critical Action to Address Root Cause & Achieve Desired Outcome   | Person Completing Action   | Timeline              | Resources Needed / Source |
| Monitor 4 <sup>th</sup> 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<br>Program Coaches                             | April 2016            |                           |
| <b>PROGRESS INDICATORS</b>  |  |                       |                           |
| Indicator Date  | Evidence to Determine Progress Toward Achieving Desired Outcome    | Potential Adjustments |                           |
| Feb. 26th   | PLC agendas  |                       |                           |
| April 29 <sup>th</sup>  | Reading and Math intervention support is solidified for '16-'17 SY |                       |                           |