



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 growth and progress.

### SCHOOL PURPOSE STATEMENT:

*To create, inspire, and provide excellence in our educational community*

**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.)

1 Increase CAASPP scores in ELA and Math by 3% per grade level and subject by continuing DDI focusing on Interim analysis and CFAs.	4th: 75%/76% 5th: 79%/64% 6th: 74%/64%	100% of staff and 80% of students will know all four expectations.	2. 100% of teachers will recognize weekly one student in each class with a PATS award.
2 All staff and students will be knowledgeable of and accountable for PBIS expectations.	The Tiered Fidelity Inventory (TFI) walkthrough tool indicated 33% of staff and 66% of students knew all four expectations in May 2019.	Implement a fixed observation cycle aligned to District Observation and Feedback Rubric. 1. Growth on teacher-created CFAs and NextGen Math data 2. 3% increase in the number of students achieving mastery on the Interim from the second to the third Interim.	1. Implement a fixed observation schedule to collect trend data and guide Professional Development and Coaching as measured by 75% attendance at scheduled observations. 2. Provide feedback aligned to OFC goal area of student engagement for 75% of teachers observed.
3 To observe teachers on a regular schedule and provide feedback. CAASPP ELA/Math 3rd: 76%/76%	Observation and Feedback limited by lack of consistent schedule. CAASPP ELA/Math 3rd: 79%/79% 4th: 78%/79% 5th: 82%/67% 6th: 77%/67%	1. The TFI walk-through Tool will be used to measure progress.	

**Principal Commitment:** My signature indicates that this plan provides focus and urgency to move school growth 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.

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Principal Signature Date

**Supervisor's:** 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.

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District Shepherd Signature Date

## 90-Day Action Plan – Priority #1

### Focus Area #1: DDI and Collaboration

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* Grade level initial standard-based instruction needs to be better coordinated across classrooms and aligned to the Interim Assessments.

Teachers at every grade level will as a team analyze interim assessment and other data, backward map identified standards, plan initial instruction and reteach lessons, deliver initial and reteach instruction in whole class and small groups during an intervention, assess with CFAs, and adjust lessons, instruction, and assessments as needed.

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)* **School Leader Responsible:**

**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?)*  
The root cause analysis has shown that structures are not in place to allocate sufficient time to align and plan best first instruction as a grade to increase standards mastery and decrease the need for reteaching.

**Critical Action to Address Root Cause & Achieve the Desired Outcome Person Completing Action**

**Timeline Resources Needed / Source**

PLC/Data team meeting agendas and work will focus on DDI process steps, aligning initial instruction and minimize other items.	Academic Coach, principal January 2020	Reagan PLC/Data weekly agenda
Grade level teams will document assessment analysis, standards mapped, exemplars, instructional plan and CFAs. Teachers will develop standards aligned lessons with our Reagan Purpose statement in mind.	Teachers	January 2020 Interim Assessment Guides, Illuminate, ELA and Math curricular resources
Hold PLC/Data meetings together weekly in the MPR. Set and follow time limits for other agenda items.	with the DDI process repeated to prepare students for success on the Interim 3 assessment. Principal, AC, teachers	January 2020 Chromebooks, timer 2020 Chromebook and calendar
Staff meeting agendas will have set time structure to allow for 90 Day Plan, School Business, DDI process, and planning for initial instruction and assessment discussion to take place.	Principal and Academic Coach with Leadership Principal, AC, teachers	January 2020 Chromebooks and Data identified needs
Academic coach and Leadership Team will coordinate with designated teachers to deliver professional development with a focus on DDI and best instructional practices.	Teachers, Academic Coach, and Administration	January 2020 Interim 2 Assessment and results; Curriculum Planning guide (grade level shared drive in Google); Interim 3 and standards assessed
Interim Assessment 2 results will be analyzed	Assessment	Interim 3 Assessment and Chromebooks
Interim Assessment 3 will be examined and worked to identify focus standards and align grade level instruction.	Teachers, Academic Coach, and Administration	Curriculum
CFAs will be designed to assess progress toward identified standard mastery after initial instruction.	February 2020	
Principal, AC, District	Ongoing Winter 2020	Students will be identified for reteaching and lessons designed and delivered based on CFA results.

Teachers, Academic	Coach, and Administration	Ongoing Winter 2020	Curriculum Resources
		to prepare students for success on the CAASPP or Interim 4 assessment.	March 2020 Interim 3 Assessment and results; Curriculum Planning
Interim Assessment 3 will be given and the results analyzed with the DDI process repeated	Teachers, Academic Coach, and Administration		guide (grade level shared drive in Google); Interim 3 and standards assessed

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

January 10, 2020 100% of students in all grades will have completed Interim		Assessment 2 Student make-up testing due to absences. Aide support provided/adjusted as needed.	
January 22, 2020	reteaching with documentation of DDI process (standards identified, assessment results analyzed, student groups listed, etc.)	instruction aligned accordingly.	PD for grade levels needing support in copying, changing, and placing the form in their grade level Team Drive.
January 29, 2020 100% of grade levels will have completed Interim 2 analysis, planned and delivered	100% of grade levels will have Interim 3 test reviewed with Focus standard(s) identified and backwards mapped and will have core	Retrain leadership team and grade levels as needed.	
February 19, 2020	100% of grade levels will have created and given CFAs to monitor progress. Reteaching lessons		
February 28, 2020	All students needing reteaching as indicated by CFAs will have received remediation.	Consider Aide realignment to support needs of students and staff	
March 20, 2020	100% of students in all grades will have completed Interim Assessment 3	Student make-up testing due to absences. Aide support provided/adjusted as needed.	

**Focus Area #2: Climate & Culture**

the school-wide expectations (Prepared, Accountable, Thoughtful, and Safe).

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* The school has not yet fully taken ownership of

**Desired Outcome:** *(What will be different if you are successful in addressing this*

priority?)

in all school settings.

All staff will promote the school-wide expectations with all students throughout the campus each day. Students will demonstrate their understanding of school-wide expectations by behaving appropriately

**School Leader Responsible:**

**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?)*

All staff does not demonstrate school-wide ownership of behavior expectations. This has not been identified as a priority.

**Critical Action to Address Root Cause & Achieve the Desired Outcome Person Timeline Resources Needed / Source**  
**Completing Action**

Schedule and implement a school-wide, teacher-led Passport Day where students go to various locations on campus and learn the expectations (PATS) in those specific contexts (playground/bathrooms; Hallway/Office; Cafeteria/Library). Site PBIS team and administration	January 2020 January 17 will be our full Passport Day with rotation schedules. Teachers and classified staff will lead Passport Day and follow guidelines. Teachers and Staff January 17, 2020 Schedule, guidelines, and talking points	Prepare and Distribute PATS and PBIS Matrix, and talking points through the office as classified or substitute teachers, check-in, or work on campus in any capacity. Provide substitute teachers with Patriot Bucks to use supporting the program. Office and Leadership January 2020 Patriot Bucks, PBIS Matrix, PATS
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Teachers will add PATS to substitute teacher's lesson plans. Teachers January 2020 Lesson Plans

Revisit expectations for visual display in all site classrooms that are consistent with the school-wide PATS expectations. Teachers will update the display as needed.  
Principal January 2020 Printed visual displays

		2020	Time and Location
Train all staff, including classified, on PBIS structures using the tools in place in our PBIS shared Google Drive and through Passport Day.	Plan an activity for every staff meeting to promote ownership of PATS and schoolwide expectations.	Principal and Academic Coach	
Revisit School PBIS shared Google drive where resources (including the school-wide matrix, lessons, videos, and a PBIS staff handbook) can be easily located by all staff.	Use TFI to progress monitor staff and student comprehension of PATS to assess progress towards completion of our 80% goal. Site PBIS team and administration	School Psychologist February 2020	Staff time and Google resources
Meet with the PBIS Team to develop a plan for teaching and reteaching PBIS responsibilities.	School Psychologist and site administration Principal and PBIS Team	February 2020	Calendar teaching tied to the Reagan PBIS Teaching Schedule. Weekly PLC agenda.
Set dates for August Passport Day and share with teachers PBIS	Psychologist, Administration, Teachers, and students	February 2020	TFI
Principal/students will share the weekly teachable PATS focus with staff and students in morning announcements.	Administration, Academic Coach, and teachers Ongoing weekly	April Leadership Team May 2020 Calendar full Passport Date rotation schedule.	will have PATS recipient students share how she/he modeled the appropriate behavior in the identified location. PATS award recipients will get free entry to the next Mega Monday event.
Teachers reinforce PATS in the classroom through mini-lessons. During classroom observations, look for examples of classroom displays and explicit teaching of PATS and send email to compliment teachers doing well.	Ongoing weekly Schedule and Skill assigned	Promote the use of a weekly PATS Award by encouraging teachers to select recipient students. Teachers	School Psychologist, site administration, teachers Ongoing weekly schedule available in Google Drive Staff time for development and printing resources to create

certificates

Indicator	Date	Evidence to Determine Progress Toward Achieving the Desired Outcome	Potential Adjustments
	1/17/20	100% of classrooms, teachers, and available classified staff will participate in Passport Day.	the office. Review day should any classes miss Passport Day.
	1/31/20	PBIS matrix, PATS, and talking points will be created and distributed to classified staff/substitutes and substitute teachers by	Copies provided. Time to read it.
	In Progress	PATS award students are recognized weekly. Teach staff how to reference it	
	2/15/20	Classified staff trained on PBIS structures using the tools in place in our PBIS shared Google Drive.	<b>Responsible:</b>

### **Focus Area #3: Observation, Feedback, and Coaching**

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

Staff to facilitate, time allocated, and location. **School Leader**

The current observation/feedback plan in place does not allow for enough observational time nor provide adequate time for reflection on feedback.

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

Coaches (Principal and AC) will conduct weekly teacher observations as scheduled, providing feedback aligned to the Observation and Feedback Rubric that will improve instruction and inform the professional development needs of staff.

**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?)*

The schedule needs to be expanded to include more time to observe each teacher. Feedback needs to be precise and targeted to individual teacher needs with time to debrief/reflect on feedback together.

Critical Action to Address the Root Cause & Achieve the Desired Outcome	Person Completing Action	Timeline Resources Needed / Source
Adjust scheduled protected time committed to observing teachers and other staff to add more days and flexibility of time.	Reteach the Observation, Feedback, and Coaching rubrics. Provide copies to staff. Coach and Principal	Leadership, Coach, Principal January 2020 Calendar
Review the importance of protected observation schedules to office staff and	Coach and Principal	January 2020 Calendar Staff Meetings
		January 2020 OFC Rubric

Conduct uninterrupted teacher observations according to schedule to discover trend data to identify grade level/site professional development.

Educate staff on Observation, Feedback, and Coaching process and rubric during weekly PLCs and through Leadership meetings.

Academic Coach and Principal continue to calibrate OFC rubric with support of district instructional services coordinator.  
Coach and Principal



Leadership,  
Coach, Principal

Jill Morrison, Principal,  
Academic Coach  
Ongoing  
Spring 2020

Ongoing  
Spring 2020

Ongoing  
Spring 2020  
Communication of  
expectations to staff and office.

Form and OFC Rubric

Rubric, Ipad/Chromebook

Utilize the electronic PBVUSD observation.  
observation feedback form to share PBVUSD, Coach, Principal  
feedback with teachers following Ongoing

Spring 2020  
Computer walkthrough form

provide feedback document to teachers in a Coach, Principal Ongoing Spring 2020  
timely fashion post observation. Form and OFC Rubric

Continue scheduled observations and

Schedule meetings to review observational feedback and provide  
coaching. Coach, Principal, Teacher

## March 2020 OFC rubric and observation data

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
January 17, 2020	Conduct 75% of observations by academic coach and principal on scheduled days by grade level. Academic Coach: Grades TK-3; Principal: Grades 4 - 6	Address staff concerns on process
February 28, 2020	100% of teachers will be knowledgeable concerning the OFC process and the OFC	Adjust scheduled times to meet staff needs, increase/decrease success % criteria as needed.
March 2020	100% of teachers observed will receive feedback with OFC Rubric/form.	Feedback can be frontloaded in initial observation.
April 2020	One teacher at primary and one intermediate will be identified and provided with scheduled coaching feedback meetings after observations to improve classroom instruction.	

## Quick Win Plan

(Only for the first semester)



More teachers may be included as time allows.

In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the growth initiative. These wins will generate positive traction toward your school’s purpose by mobilizing observable cycles of growth 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.

Reagan’s staff will be brought together weekly in the multi-purpose room to allow for planning with support personnel in attendance. This will allow for better communication in serving our students. Grade levels will collaborate to make plans to meet the needs of students after

reviewing data reports, planning initial instruction, and developing reteaching plans. Staff and students will explicitly be taught the PATS (Prepared, Accountable, Thoughtful, and Safe) expectations in all locations on campus by classified and certified team members. Staff, including classified, will commit to our PATS program and apply it to campus expectations. Administration and Academic Coach will commit to a time block to be present in classrooms that is protected through the office and with the use of other support personnel, such as our psychologist and BIA. During this time we will gather trend data through observations and discussion with staff that will lead to professional development and coaching opportunities.

**Action Person Responsible Timeline**

Staff PLCs will take place in the multi-purpose room with all support staff and administration in attendance each week. Staff will have a weekly agenda with time built in to allow for planning standard-based instruction.

Administration and Academic Coach will commit to providing feedback to 100% of teachers observed.

100% of classrooms, teachers, and available classified staff will participate and lead Passport Day supported by administration, academic coach, BIA, teachers, and support staff. Students are explicitly taught behavior expectations in all locations on campus.

**APPENDIX A  
Guidance Document**

Administration and Academic Coach

Administration and Academic Coach

Administration, Psychologist, and Academic Coach  
February 2020

February 2020 February 2020

### Key Concepts

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

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

**Desired Outcome (Correction of Problem):** If problem is successfully addressed, what will be the result? This measurement of success will not be increased growth on year-end achievement goals though achieving this outcome will contribute to growth goals. 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?