SAMPLE 100-Day High Impact Leadership Plan

Instructions: If you would like to use this template, enter any day in the DAY ONE cell. Client: Coach:

My Leadership Legacy (This is a student academic achievement goal): **Name of Your Project:**

Leadership Skills to Develop:

DAY ONE: DAY 100: 8/18/14 11/19/14

DAY 100:	11/19/14	Person Actions "On				
Date:	Action	Strategy Number	Responsible	Date Completed	Deck"	
2000	7.00.011	on alogy manner	Troop endiate		200.1	
	Focus on ELA: Data Teams should continue to focus on					
	the subject of Reading to directly address the persistent					
	low achievement of all students, especially ELL and					
14-15 School	SPED students on summative measures.					
	Year-long Goals: Each teacher at Grant School, as a					
	member of an effective Data Team, will ensure					
	consistently high levels of achievement for all students					
	BY: 1) creating cohesive long-term plans containing					
	multiple CCSS ELA standards for CORE instruction,					
	AND 2) monitoring the effectiveness of this CORE					
	instruction by adjusting the rate/pace and focus of					
	instruction to meet the needs of all students based on					
	current and pertainent assessments of student					
	achievement.					
	Strategy #1: All teachers will be able to design a					
	comprehensive unit of study that targets multiple					
	standards (in ELA). Each teacher will use the Data					
	Team Process to continuously monitor and adjust the					
	focus and rate/pace of instruction based on current,					
	pertainent, and concise student assessments.					
	Strategy #2: Use of effective and efficient CFA's (Exit					
	Tickets) to alter the focus/pace of instruction based on					
	demonstrated student needs.					
8/18/14	Start of 100-day Leadership Plan					
	Data Team PD: Missy, Teresa T. and Coach to present to					
	staff re: Unit of Study planning within the data team					
8/18/14	structure.					
	Buy-Back PD: Teachers will have this week to learn					
	how to 'backwards plan' a unit of study in ELA. There					
	are multiple presentations and time for working to plan					
0/4044 0/00/44	their first unit of study that will begin mid-september and					
8/1814-8/22/14	last until EPR (grading day).					
	Action: Grade-level teams complete their first unit of					
	study in ELA. Unit of study shall include: Rubric for					
	assessing student proficiency toward prioritized CCSS					
	standards, Pre AND Post assessment to be given to students, outline of weekly/daily instructional plan					
0/00/44	through the 6-8 week unit of study. Copy of unit plan given to Principal (electronically, or paper)					
0/22/14	Each teacher, on each team, administer the pre-					
	assessment to 3-4 students to use as a					
	vailadtion/realibilty of the assessment. Score it using					
	the team created rubric and bring it scored, with a got					
9/4-9/9/2014	it/need it to the data team on 9/10/14 at 2:30.					
JI - 31 31 ZU 14	2:30-4:00 Teams Review 7-steps of Data Teams,					
	establish norms, time allocations for each part of					
	process (Review from previous year), establish roles					
	(review from previous year, keep same roles as last					
	year?) and review unit of study plan made in Augustfor					
	any changes/updates/etc. Finally, analyze the pre-					
	assessments that have been given to some students to					
	validate the questions/assessment process before					
	giving to all kids (do the questions work? Do the student					
	responses allow us to quage the standard? Does the					
9/10/14	rubric help us to score the questions?)					
3/10/14	rubilo fielp us to score the questions:)					

	Foot to obey on each to one administration and		
	Each teacher, on each team, administer the pre-		
	assessment to each student. If modifications were		
0/44 0 40/0044	made to the assesment then re-administer to the 3-4		
9/11-9-16/2014	students that you already gave it to.		
	Meet, as a team, to score the pre-assessment using the		
	rubric and identify a 'got it/need it' for each student and		
	write it on the student paper. Also, create a class profile		
	of all of the got it/need its to looks for trends/areas of		
	focus. The data technition will input the students scores		
	for each member of the team on step #1 of the 'big		
Before 9/17:	sheet'.		
	2:30-4:00 Data Team steps #1-5 with Mickey here to		
	support implementation. Each teacher, on each team,		
	bring each student's scored pre-assessment. Each		
	assessment shall have a score (per the team created		
	rubric) and a 'got-it,need-it' Step #1 shall be filled in		
9/17/14	electronically before coming to the meeting at 2:30.		
	Data Wall Update: (2:30-3:30): Each teacher will bring		
	current DRA/EDL information, as specified by the		
	Principal, and create the Data Wall for the 14-15 SY.		
	Teachers will reflect on the current achievement and will		
	establish SMART goals for individual groups of students		
	(i.e. the 9 students in yellow will each move to green by		
	advancing levels before Nov. 13th.) Data Teams:		
	(3:30-4:00): Each team will review the instructional		
	calendar to ensure that they are on track to meet the		
	requirements and goals of instruction to this point and		
	also review exit ticket #1 for next week (10/1/14) to		
	make sure it still meets their students' needs and aligns		
9/24/14	to the team created rubric.		
	Each teacher, on each team, will administer Exit Ticket		
	#1 (CFA #1). Team will meet together to commonly		
	score the assessment prior to Wednesday 10/1/14.		
	Each exit ticket (CFA) will have a score from the team-		
	created rubric and also a 'got it-need it' on each		
	students' assessment. Each teacher will have a class		
	sheet of the overall 'got it-need it's for the class. These		
	elements will be used at Data Team on 10/1/14 to alter		
	the focus/pace of instruction for the next period of time		
Before 9/30:	(until 10/15).		
	2:30-4:00: Prior to the meeting, teams will have their		
	scored Exit Ticket #1 (CFA #1). These assessments will		
	be used by the team to review the instructional plan and		
	change the focus/pace of instruction to best meet the		
	needs of the students. Specifically, each team will		
	review the students' from their focus group (FTGL, etc)		
	and describe what part of the standard the students are		
	needing to master next. Teams will identify these 'next		
	steps' in their notes and move quickly to review their		
	instructional plan to alter the focus or pace of instruction		
10/1/14	to address these needs.		
	Oregon Data Project Training: Common Formative		
	Assessments. All Staff will be highly encouraged, and		
	compensated, to attend this training. The use of		
	effective and efficient CFAs that directly target the		
10/4/14	standard(s) being taught should be a focus for data		
10/4/14:	teams this year.		
	As a team, review the learning from the Saturday		
	training on CFA's. Compare the learning with the exit		
	tickets (CFAs) that you currently use. As a team, what		
	are the strengths of your current exit tickets? What are		
Defere 40/0	areas that need to be altered/enhanced? Bring this		
Before 10/8:	information with you to Data Teams on 10/15/14.		

Data Team Focus Development: CFAs 2:30-3:30: After the teams have represent the construction and up of the part of				
their current CPAstExt Tickets with the information glaned on the Oct. 4th finning, what are the changes that need to be addressed now with Exit ticket #2? What are changes that will need to be addressed for the Vinter of the CPASTER of the CPAS		Data Team Focus Development: CFAs 2:30-3:30: After		
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