



Creating Your 90-Day Entry Plan

Objectives

During this session, participants will:



- Identify areas of highest need in their school
- Create a long-term goal for the year aligned with an area of highest need
- Create a short-term goal for the first months of school
- Plan how to communicate these goals to others

Importance of the 90-Day Plan

- Uses data to identify key goals
- Identifies quick wins to create buy-in
- Creates a culture focused on setting and meeting goals



90-Day Entry Plan



90-Day Entry Plan

Long-Term Goal

What does the current overall data show for the grade level/subject area you will lead?

What other data (attendance, discipline, teacher experience, etc.) might be important to know while setting your long-term goal?

What might be a long-term goal based on this data?

Examples:

- By the end of the 2016-17 school year, 4th grade students will go from 48% to 63% of students passing the math STAAR.
- By the end of the 2016-17 school year 100% of LEP students will increase at least one level on TELPAS.
- By the end of the 2016-2017 school year, 95% of 1st grade students will score 80% on Reading Comprehension, as measured by TPRI.

Looking at the Data



- What are the current levels of student performance?
- What other data might be important in determining goals? (i.e. attendance, discipline, teacher experience, culture surveys, etc.)

SMART Goals



- Specific
- Measureable
- Attainable
- Relevant
- Time-Bound

Long-Term Goal

By the end of the 2017-18 school year, 4th grade students will go from 48% to 63% of students meeting standard on the math STAAR.

- Specific
- Measureable
- Attainable
- Relevant
- Time-Bound



Short-Term Goal



- Place value?
- Equivalent fractions?
- Reasonableness?
- Symmetry?
- Personal financial literacy?

Short-Term Goal

By the end of the first nine-weeks, 85% of 4th grade math students will show mastery of place value, comparing and ordering whole numbers, and rounding numbers through the hundred thousands place, as compared to 68% on the 2017 STAAR assessment.

- Specific
- Measureable
- Attainable
- Relevant
- Time-Bound



Work Time:

Long- and Short-Term Goals

CTEP CREATING **TURNAROUND**
EDUCATOR PIPELINES

90-Day Entry Plan

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Short-Term Goal

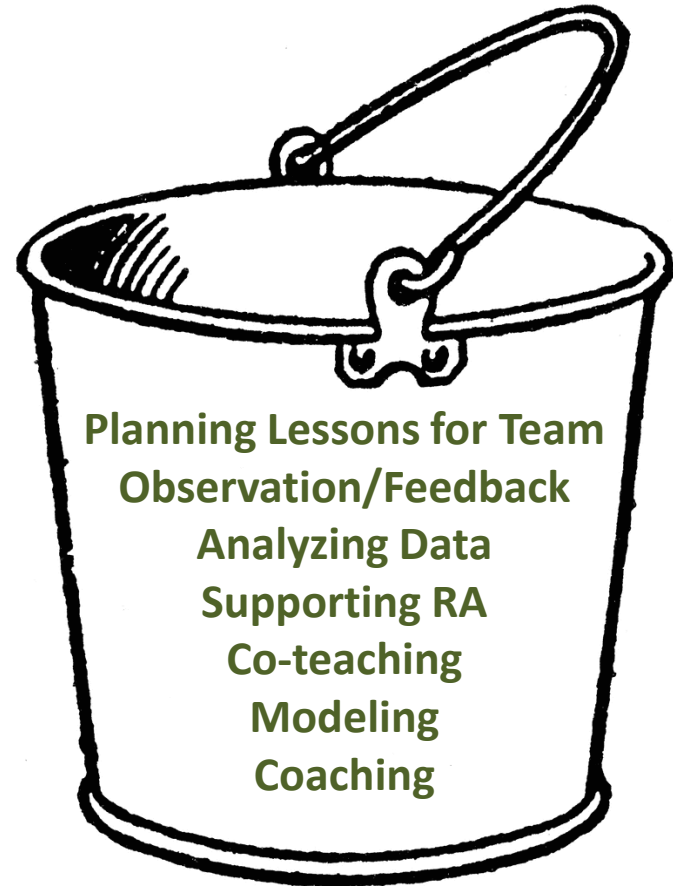
What are the highest areas of need?

Buckets of Work



Small Group Instruction
Teaching Regular Classes
Intervention/Enrichment

Teaching Students Directly

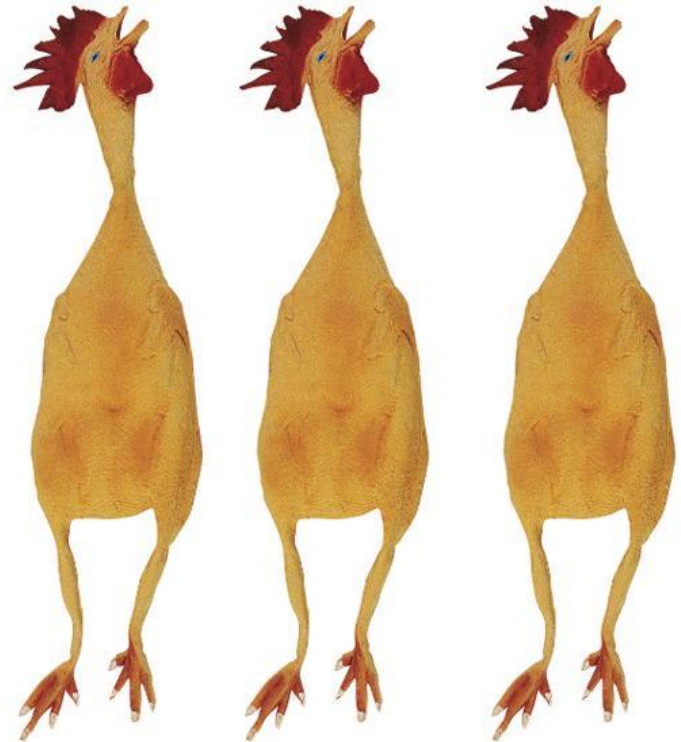


Planning Lessons for Team
Observation/Feedback
Analyzing Data
Supporting RA
Co-teaching
Modeling
Coaching

Developing Teachers

Object Toss Energizer

- Say the person's name before you toss.
- You cannot toss to the same person twice in a row.
- Keep everything moving and off the floor.
- If something drops, someone must pick it up.



Action Plan

Action Plan

What action steps will you take to achieve the short-term goal?

Action 1	Action 2	Action 3	Action 4	Action 5

Communication Plan

Who are the stakeholders that these goals will impact?

How will you communicate both the short- and long-term goals to your stakeholders?

Action Plan

Action Plan				
What action steps will you take to achieve the short-term goal?				
Action 1	Action 2	Action 3	Action 4	Action 5
Develop formative assessment tools for each lesson to monitor student mastery	Model key lesson pieces for team teachers during PLC time	Plan and co-teach with teacher in classroom with the highest need	Use weekly mini-assessments to monitor student progress	Develop reteach mini-lessons based on data from weekly mini-assessments

Work Time: Action Plan

Action Plan

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Action 1	Action 2	Action 3	Action 4	Action 5

Communication Plan

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How will you communicate both the short- and long-term goals to your stakeholders?

Leadership Blunders

- The Lone Genius
 - The leader goes “off to the mountain” to create goals and announces it to everyone.
- The Opinion Poller
 - The leader takes no stand and just “follows the crowd.”

Work Time:

Communication Plan

Action Plan

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Communication Plan

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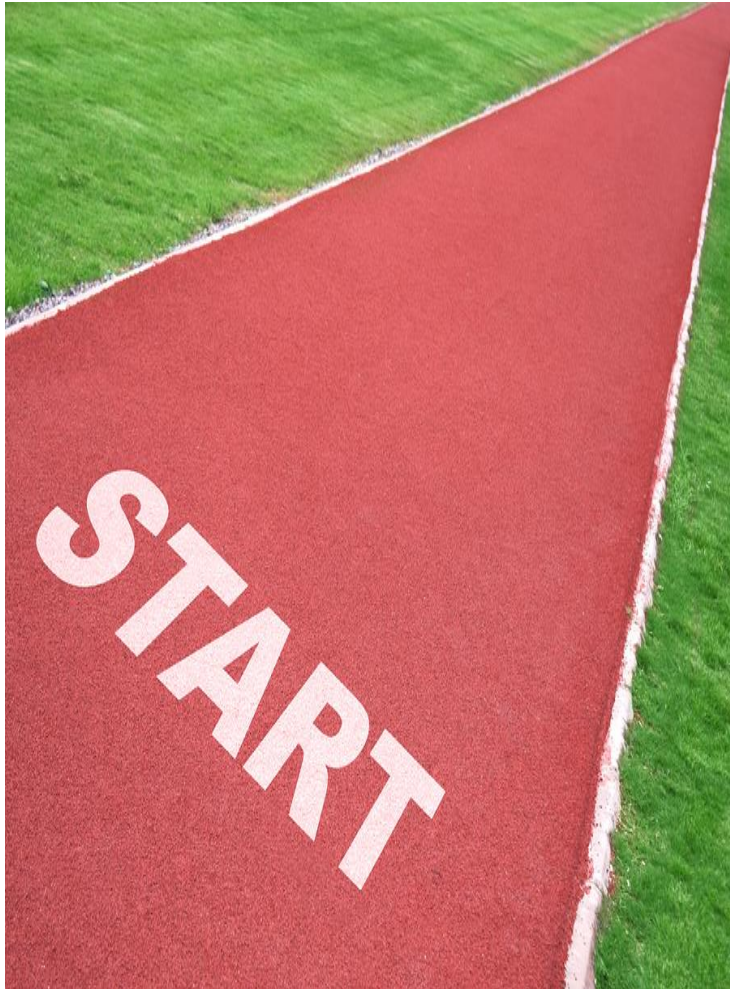
How will you communicate both the short- and long-term goals to your stakeholders?

Work Time: Accountability

- How will you be accountable for the goals?
- How will you check and report your progress?



Launching Your First Week



How will you:

- Begin building a relationship with your team?
- Establish norms and expectations?
- Communicate your role and schedule?

Work Time: Scheduling



Scheduling Template

[illegible]

Summer Institute in Review

- Leadership competencies
- Digital learning strategies
- Collaborative planning and co-teaching
- Observing and providing feedback
- Maximizing time with student groups
- Coaching conversations
- Setting long- and short-term goals and actions



Feedback, Please!

