

Novice Reduction for Gap Closure

30-60-90 Day Plan

Assessment Literacy for Principals

Horizon Goal: Schools will implement assessment processes that guide and inform student growth to achieve novice reduction
180 Day Goal: (Insert District/School Goal here)

Each of the six components of assessment literacy listed in the 30 day box will reoccur and be built upon in the 60 and 90 day boxes at deeper levels.

In the first 30 days, we will know we are successful when:

The district establishes a culture of collaborative work with schools to:

- 1) Develop a structure to oversee and implement assessment literacy
- 2) Establish a common definition of assessment literacy
- 3) Identify strategies to integrate assessment through the curriculum
- 4) Create a Professional Learning Community (PLC) focus on the analysis of assessments
- 5) Establish data teams that use student performance to determine instructional needs
- 6) Collect school data and distribute through shared accountability to improve student progress

The measures/evidence we will use are:

- Meeting agendas and schedules
 - 1) District agendas
 - 2) PLC agenda(s)
 - 3) Data team agenda(s)
- Plus/deltas
- Definition of assessment literacy
- School and team data submitted to district
- Current draft of district structure for implementing assessment literacy
- IC map
- PL Guidance
- Next steps by PLCs and Data Teams

First 30 days action strategies:	Who is on point?	By When?	How Communicated?
1) District creates a Leadership Team responsible for defining the scope of the work required for implementation of Assessment Literacy <ol style="list-style-type: none"> a) Identify members for leadership team that represent central office, principals, teachers, and (optional- students, parents, Institutes of Higher Ed, district or school board members) 	Superintendent/De signee	a) Day 5 b) Day 10 c) Day 15 d) Day 15 e) Day 20	

<ul style="list-style-type: none"> b) Leadership team members review Classroom Assessment for Student Learning (Stiggins) <ul style="list-style-type: none"> i) Chapter 1 ii) Create agenda and determine outcomes of meeting c) Leadership team meets to identify the scope of work for Assessment Literacy d) Team creates draft for structure that addresses items: <ul style="list-style-type: none"> i) Set definition- see #2 below ii) Establish work teams – see #3 below iii) Establish PLC structure- see #4 below iv) Establish Data teams_ see #5 below e) Create a meeting schedule and assign next steps 			
<ul style="list-style-type: none"> 2) District establish a common definition of assessment literacy <ul style="list-style-type: none"> i) Hyperlink to CASL ii) Chapter 1 iii) Communicate out 	District Leadership Team (DLT)	Days 15-20	
<ul style="list-style-type: none"> 3) Identify strategies to integrate assessment through the curriculum <ul style="list-style-type: none"> i) Work teams review classroom and/or common assessments for alignment to standards ii) Develop a schedule and/or plan for work teams to meet iii) Initial meeting of established work teams iv) Work through Chapter 1 of CASL 	DLT identified work teams leader(s)	Days 15-20	
<ul style="list-style-type: none"> 4) Create a Professional Learning Community (PLC) focus on the analysis of assessments <ul style="list-style-type: none"> a) All learning teams study “what is a learning team” Chapter 1 of CASL b) Report results to district leadership through agenda 	Principals of each building	Days 20-30	
<ul style="list-style-type: none"> 5) Data teams use students’ performances to determine instructional needs <ul style="list-style-type: none"> a) Adopt a protocol to collect school data b) Report results to district leadership through agenda 	DLT identified data teams leader(s)	Days 20-30	
<ul style="list-style-type: none"> 6) District leadership team analyze last 30 days of school data to improve student progress to determine next steps <ul style="list-style-type: none"> a) District leadership team assembles reports (data team, PLCs, school leadership, and other artifacts to determine levels of implementation/effectiveness for the 30-day plan) b) Examine data and analyze the effectiveness of implementation for components 1-5 in the 30-day plan (This process could also involve team members/leaders from the data teams and PLCs) c) Adjust the implementation plan such that any components identified as ineffective/unsuccessful will be moved to the 60-day plan 	Superintendent/ Designee	<ul style="list-style-type: none"> a) Day 30 b) Day 30 c) Day 30 	

If we are not successful, we will:

Review and reflect upon the components not met with success, then place components in the 60 day plan. (See #6)

In the first 60 days, we will know we are successful when:

The district establishes a culture of collaborative work with schools to:

- 1) Deploy the structure to oversee and implement assessment literacy
- 2) Ensure the common definition of assessment literacy is used throughout the district
- 3) Implement assessment strategies throughout the curriculum
- 4) Monitor and provide feedback on the Professional Learning Community (PLC) focus on the analysis of assessments
- 5) Monitor and provide feedback to the data teams that use students performances to determine instructional needs
- 6) Analyze last 60 days of school data to improve student progress to determine next steps

The measures/evidence we will use are:

- Meeting agendas and schedules
 - 1) District agendas
 - 2) PLC agendas
 - 3) Data team agendas
- Plus/deltas
- School and team data submitted to district
- District Leadership Team minutes
- SBDM minutes
- PLC meeting minutes
- Artifacts (e.g. walk through data, observation evidence, post-observation conferencing information)

First 60 days action strategies:

First 60 days action strategies:	Who is on point?	By When?	How Communicated?
1) The district deploys the structure to oversee and implement assessment literacy <ol style="list-style-type: none"> a) District Leadership team establishes timelines for delivery of professional learning b) District Leadership team and work teams deliver professional learning (chapter 1 CASL) c) District Leadership Team reviews chapter 2 of CASL` 	Superintendent/De signee	a) Day 35 b) Day 40 c) Day 45	
2) District Leadership Team ensures the common definition of assessment literacy is used throughout the district <ol style="list-style-type: none"> a) DLT reviews sample lesson plans, PLC minutes, SBDM minutes, etc for evidences of the use of the common definition of assessment literacy b) Continue the communication of the definition through daily routines (e.g. email Signatures, thought of the week, flashbacks, etc.) 	DLT	a) Days 45, 50, 55, 60 b) Days 35, 40, 45, 50, 55, 60	
3) Implement assessment strategies throughout the curriculum <ol style="list-style-type: none"> a) Teachers will implement daily formative assessments 	Principal(s)	a) Ongoing days 35-60	

b) Teachers and data team/school leadership/PLC examine the process of how results from formative assessments were used to plan next steps in instruction		b) Days 35, 40, 45, 50, 55, 60	
4) Monitor and provide feedback on the Professional Learning Community (PLC) focus on the analysis of assessments a) PLC reports on analysis of assessments to district leadership b) District leadership team plans next steps based on the analysis report	a) Principal(s) b) Superintendent/ Designee	a) Days 40, 50, 60 b) Day 60	
5) District will monitor and provide feedback to the data teams that use students performances to determine instructional needs a) Data teams report on student performances to determine instructional needs to district leadership b) District leadership team will review report and provide feedback to data teams about identified instructional needs	a) Data team leader(s) b) Superintendent/ Designee	a) Day 55 b) Day 60	
6) District leadership team analyze last 30 days of school data to improve student progress to determine next steps a) District leadership team assembles reports (data team, PLCs, school leadership, and other artifacts to determine levels of implementation/effectiveness for the 60-day plan) b) Examine data and analyze the effectiveness of implementation for components 1-5 in the 60-day plan (This process could also involve team members/leaders from the data teams and PLCs) c) Adjust the implementation plan such that any components identified as ineffective/unsuccessful will be moved to the 90-day plan	Superintendent/ Designee	a) Day 60 b) Day 60 c) Day 60	
If we are not successful, we will:			
Review and reflect upon the components not met with success, then place components in the 90 day plan. (See #6)			

In the first 90 days, we will know we are successful when:
The district establishes a culture of collaborative work with schools to: 1) Reflect on structures in place to oversee and implement assessment literacy for refinement purposes. 2) Verify the common definition of assessment literacy is infused in all professional and student learning environments. 3) Review assessment strategies throughout the curriculum 4) Report on progress of the Professional Learning Community (PLC) focus on the analysis of assessments 5) Report on progress data teams that use students performances to determine instructional needs 6) Analyze the last 90 days of school data and the progress reports on improving student progress to determine next steps
The measures/evidence we will use are:
<ul style="list-style-type: none"> ● Meeting agendas and schedules <ul style="list-style-type: none"> 1) District agendas 2) PLC agendas

3) Data team agendas

- Plus/deltas
- School and team data submitted to district
- District Leadership Team minutes
- SBDM minutes
- PLC meeting minutes
- Artifacts (e.g. walk-through data, observation evidence, post-observation conferencing information)

First 90 days action strategies:	Who is on point?	By When?	How Communicated?
1) The district reflects on the structure to oversee and implement assessment literacy for refinement purposes <ul style="list-style-type: none"> a) District Leadership team reviews progress on timelines for delivery of professional learning and delivery of Chapter 1 of CASL b) District Leadership team and work teams deliver professional learning (chapter 2 CASL) c) District Leadership Team reviews chapter 3 of CASL 	Superintendent/ Designee	a) Day 65 b) Day 70 c) Days 60-70	
2) The district leadership team will verify that the common definition of assessment literacy is infused in all professional and student learning environments. <ul style="list-style-type: none"> a) Student learning environments: District leadership team review evidence of continued infusion of common definition of assessment literacy ‘in action’ from building-level leadership (walk-through evidence, teacher conferencing notes, observation evidence, etc.) b) Professional learning environments: District leadership team review evidence of continued infusion of common definition of assessment literacy ‘in action’ from building-level leadership (PLC learning focus, PLC outcomes, other professional learning evidences.) 	Superintendent/ Designee, Principals, PLC lead(s)	a) Days 70, 80, 90 b) Days 75, 90	
3) Review assessment strategies throughout the curriculum <ul style="list-style-type: none"> a) Survey use of specific assessment strategies by teachers through 4 question survey monkey <ul style="list-style-type: none"> i) I have implemented use of assessment strategies from CASL within the last 90 days ii) I have used data from that strategy to inform my planning and preparation iii) I have received the necessary learning to implement the strategy with success iv) I have worked with my team to deepen my knowledge of assessment strategies b) Review survey results and analyze data c) Report on survey results and define resulting next steps 	a) Principal(s) b) Data team(s) c) Data team(s)	a) Day 85 b) Day 90 c) Day 90	

<p>4) Report on progress monitor and provide feedback of the Professional Learning Community (PLC) focus on the analysis of assessments</p> <ul style="list-style-type: none"> a) Share progress report with school leadership and district leadership team b) Collaboratively reach conclusions and decide on next steps 	<p>Work Team Leader(s)</p>	<p>Days 70, 80, 90</p>	
<p>5) Report on progress monitor and provide feedback to the data teams that use students performances to determine instructional needs</p> <ul style="list-style-type: none"> a) Share progress report with school leadership and district leadership team b) Collaboratively reach conclusions and decide on next steps 	<p>Data team leader(s)</p>	<p>Days 75, 90</p>	
<p>6) District leadership team analyze last 90 days of school data to improve student progress to determine next steps</p> <ul style="list-style-type: none"> a) District leadership team assembles reports (data team, PLCs, school leadership, and other artifacts to determine levels of implementation/effectiveness for the 90-day plan) b) Examine data and analyze the effectiveness of implementation for components 1-5 in the 90-day plan (This process could also involve team members/leaders from the data teams and PLCs) c) Adjust the implementation plan such that any components identified as ineffective/unsuccessful will be moved to the 120-day plan 	<p>Superintendent/ Designee</p>	<p>Days 85-90</p>	
<p>If we are not successful, we will:</p>			
<p>Review and reflect upon the components not met with success, then place components in the 120 day plan. (See #6)</p>			

<p>Projected Next Steps:</p>
<p>Continue the review of Chapters 4-8 in CASL following the same structure as provided in the 30, 60, 90 plan to extend into the 120 -150 -180 plan.</p> <p>Continue the review of Part 3 – Chapters 9-13 in CASL following an accelerated structure to complete the establishment of an assessment literate staff. The implementation of these final chapters of CASL are accelerated through the effective implementation of the previous year’s plan.</p>