



## **100-DAY LEADERS**

Once upon a time, organizations only created 5-year and 10-year strategic plans. (Some still do.) If you study change theory, though, it is not long before you realize that change can happen much faster. In fact, meaningful change can happen in a year or two (Fullan & Pinchot, 2018). So it's still useful to do long-term planning, but shorter time frames should be considered as well for continuous school improvement.

100-day plans, sometimes referred to as short-term or short-cycle wins, are gaining more and more momentum. Reeves and Eaker (2019) describe the phenomenon as "turning short-term wins into long-term success in schools." Short-term plans establish the confidence and credibility necessary for long-term success. 100-day plans involve defining high-leverage practices, assessing specific results, energizing people with what matters most, breaking down the hundred days into doable chunks, and ensuring accountability and persistence.

Reeves and Eaker (2019) recommend six steps with every 100-day planning cycle.

1. Identify your values
2. Take an initiative inventory
3. Make a not-to-do list
4. Identify 100-day challenges
5. Monitor high-level practices
6. Specify results

In addition, these steps need to be embedded in a culture or environment that ensures success. The primary organizational structure for continuous school improvement is the PLC—professional learning community. PLCs are collaborative teams that focus on student results in the context of the organization's vision and goals.

#### References

Fullan, M., & Pinchot, M. (2018). The fast track to sustainable turnaround. *Educational Leadership*, 75(6), 48-54.

Reeves, D., & Eaker, R. (2019). *100-day leaders*. Bloomington, IN: Solution Tree Press.