

## DC45 HRS Leadership Strategic Planning Matrix

<p><b>Leading Indicator: (Where is your school currently on the leadership scale?)</b> Based on survey data and/or the leadership accountability scales from the Leading HRS book.</p> <p>Is this indicator a prove or improve for your school?</p>	<p><b>Strategic initiatives (to implement the leading indicators)</b> This could involve one specific initiative or a couple of initiatives and should represent what is done specifically to establish the leading indicator.</p> <p>These practices are what you are wanting to use to improve or monitor to sustain.</p>	<p><b>Lagging Indicators (data/artifacts prove the leading indicator is in place and healthy)</b> Whenever possible include data and artifacts.</p> <p>For Improve indicators these will be strategic targets you want to reach.</p> <p>For Prove indicators these should provide clear evidence that the indicator is in place and healthy.</p>	<p><b>Quick Data Monitoring (who will monitor, what will they monitor, how often will they monitor?)</b> Consider three different sources of quick data for periodically monitoring of the leading indicator: quick conversations, quick observations, easy to collect quantitative data.</p>
<p style="text-align: center;">2.1</p>	<p>The school leader communicates a clear vision as to how instruction should be addressed in the school.</p>	<p>A document describing the schools instructional model is available in the staff handbook and staff teacher drive.</p>	<p>MTSS meetings, guiding coalition meetings, grade level and content meetings, Tuesday PD, Tuesday Newsday</p>
<p style="text-align: center;">2.2</p>	<p>Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.</p>	<p>Teachers keep track of their progress on their instructional growth goals through iObservation. Teachers also meet with school leaders to discuss growth goals. Our school has a new teacher induction program. Administrators can provide evaluation results, growth plans, and evidence of support for teachers. Teachers participate in Tuesday Professional Development each week. Late Starts and instructional rounds offer time for reflections of pedagogical skills.</p>	<p>Pre and post observation conferences are a must when discussing reflection and professional growth plans. Each administrator has a schedule that is shared with one another to hold each other accountable and use for collaboration in our own growth to enhance skills of teachers.</p>
<p style="text-align: center;">2.3</p>	<p>Predominant instructional practices throughout the school are known and monitored.</p>	<p>Feedback is provided about instructional practices and school leaders can describe effective practices and problems of practice in our school. Additionally, predominant instructional practices are reviewed and reflected upon during Guiding Coalition meetings and MTSS meetings. Instructional</p>	<p>Conversations and collaboration are used during HRS team meetings, MTSS meetings, Guiding Coalition, Administrative</p>

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		rounds are used to provide time for teachers to see predominant strategies being used in the classroom.	PST's, and Tuesday Newsdays.
2.4	Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	School leaders use multiple sources of information to give me feedback and evaluate me, including direct observation, teacher self-reports, video analysis, student reports, and instructional rounds. School leaders regularly have conversations with teachers about evaluation data. Teachers are observed frequently and provided feedback after.	Walkthroughs, observations, discussions regarding growth goals and reflections, team goal reflection, conversations from Tuesday PD, new teacher meetings, content discussions regarding instructional strategies.
2.5	Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	Teacher-led professional development that is relevant to instructional growth goals is available to teachers. Instructional coaching is available to teachers. Tuesday PD, Tuesday Newsday, and late start meetings are also times that teachers are provided with PD that relates to their instructional growth goals.	Tuesday PD, Tuesday Newsday, late starts, district PD, instructional rounds - all require reflective/collaborative conversations.
2.6	Teachers have opportunities to observe and discuss effective teaching.	Teachers have the opportunity to partake in instructional rounds and meet with other teammates to discuss effective instructional practices. Teachers participate in two instructional rounds per semester (one with their grade level team and one individually).	Reflection from instructional rounds both with the grade level team and administrators

[DC45 Instructional Rounds](#)

[DC45 Professional Development Schedule/Late Starts](#)

[Tuesday Newsday/PST Meeting Agendas](#)

[MTSS Agenda](#)

[Guiding Coalition Agenda](#)

[HRS Agenda](#)

[Admin PST Agendas](#)

[Observation Schedules](#)