

DC45 HRS Leadership Strategic Planning Matrix

<p>Leading Indicator: (Where is your school currently on the leadership scale?) Based on survey data and/or the leadership accountability scales from the Leading HRS book. Is this indicator a prove or improve for your school?</p>	<p>Strategic initiatives (to implement the leading indicators) This could involve one specific initiative or a couple of initiatives and should represent what is done specifically to establish the leading indicator. These practices are what you are wanting to use to improve or monitor to sustain.</p>	<p>Lagging Indicators (data/artifacts prove the leading indicator is in place and healthy) Whenever possible include data and artifacts. For Improve indicators these will be strategic targets you want to reach. For Prove indicators these should provide clear evidence that the indicator is in place and healthy.</p>	<p>Quick Data Monitoring (who will monitor, what will they monitor, how often will they monitor?) 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;">3.1</p>	<p>The school curriculum and accompanying assessments adhere to state and district standards.</p>	<p>Curriculum maps have been analyzed to ensure they correlate with state and district standards. Assessments have been analyzed to ensure they accurately measure written and taught curriculum. PLC's meet regularly to analyze assessment data. Teachers can identify the essential content for their grade level and content.</p>	<p>Late starts, content meetings, professional development days, district PD DC45 Curriculum Maps DC45 Review of Curriculum Maps</p>
<p style="text-align: center;">3.2</p>	<p>The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</p>	<p>Essential elements have been identified and the amount of time to teach the essential elements has been appropriately examined. PLC's meet regularly to discuss and revise documents related to the essential content as it relates to the pacing guide/curriculum map. Essential vocabulary is identified.</p>	<p>Essential elements reviewed by content teams, district content teams, Admin PST, HRS team Essential Elements and Proficiency Scales</p>
<p style="text-align: center;">3.3</p>	<p>All students have the opportunity to learn the critical content of the curriculum.</p>	<p>Tracking student progress is essential to learning and growth. Students have access to enrichment after obtaining mastery of the standard. Vocabulary is taught for Tiers 1, 2, and 3 as it relates to ELA curriculum.</p>	<p>Expeditions, math and reading specialists, special education teachers, content teams, interventions, No New Instruction Wednesday's</p>
<p style="text-align: center;">3.4</p>	<p>Clear and measurable goals are established and focused on critical needs regarding improving overall</p>	<p>Our school has set clear goals regarding the percentage of students who will score proficient or higher on state assessments - as it relates to our sub-populations.</p>	<p>HRS collaborative team, grade level contents, administrative PST, grade level teams</p>

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	student achievement at the school level.		
3.5	Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	Data is analyzed regularly at our school utilizing multiple forms of assessments. Student data reports are updated regularly to track growth of student achievement. Our HRS team regularly meets to analyze growth data.	Math and Reading Specialists, Content Teams, Expedition Planning, Admin PST, Guiding Coalition, HRS and MTSS teams Reading Padlet Math Padlet
3.6	Appropriate school - and classroom - level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.	Our school schedule is designed to allow students to receive academic help while in school. Our school has RtI measures and programs in place.	Master Schedule/Block scheduling, Expeditions, No New Instruction Wednesday's, small group interventions, Math and Reading Specialists