

e-Portfolio URL:

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EDUO 687.W5 Application of Data Driven Planning

Part A:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am	Student Arrival in Cafe	Student Arrival in Cafe		Student Arrival in Cafe	Student Arrival in Cafe
8:45 am	Greet Students @ Peagle	Greet Students @ Peagle	CTM ELA	Greet Students @ Peagle	LEADERSHIP MEETING
10:15 am	CTM CTE	OBSERVE SCI HALLWAY	ADMIN PD AT PISD	OBSERVE ELA HALLWAY	SHIP and Sauce Awards
11:52 am	Student Focus Group	OBSERVE HIS HALLWAY	ADMIN PD AT PISD	OBSERVE CTE 1100S	Monitor Advisory
12:26 pm	Monitor lunch transition	OBSERVE FINE ARTS HALLWAY	Monitor lunch transition	OBSERVE MPF	Monitor lunch transition
1:03 pm		OBSERVE MATH HALLWAY	send out staff survey	OBSERVE CTE LC1	Celebration Weekly Newsletter
1:18 pm					Continuous School Improvement
1:33 pm	Counselor Focus Group	OBSERVE CTE 1200S		OBSERVE LANG LC2	Continuous School Improvement
1:48 pm				Compile staff data and send out via email	Continuous School Improvement
2:03 pm		Admin Focus Group	Admin Weekly Meeting		
2:33 pm	CTM HIS			Budget Check in	CTM MATH
4:00 pm	Dismissal	Communications Council	GLT MEETING	Dismissal	Dismissal

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am			Leadership Coffee		
8:45 am	Greet Students @ Peagle	Greet Students @ Peagle		Greet Students @ Peagle	
10:15 am					SHIP and Sauce Awards
11:52 am	Student Focus Group				
12:26 pm					
1:03 pm			send out staff survey		Celebration Weekly Newsletter
1:18 pm					
1:33 pm	Counselor Focus Group				
1:48 pm				Compile staff data and send out via email	
2:03 pm		Admin Focus Group	Admin Weekly Meeting		
2:33 pm					
4:00 pm		Communications Council			

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4:00 pm	Dismissal			Dismissal	Dismissal

Part B.

Victoria Bernhardt refers to the required operations during the process of implementing continuous school improvement as leadership structures; she defines these structures as professional learning, partnership involvement, and collaboration focused on shared data (Bernhardt, 2018). In the steps to continuous school improvement, experts agree that using a planning template is essential. This action of creating a schedule for instructional leaders allows each individual to implement specific actions based on priority while fueling the growth and improvement on campus. Paul Bambrick-Santoyo explains that the contrast, when leaders do not initiate the use of a calendar, leads to a metaphorical rush to put out fires or address concerns after incidents arise (Bambrick-Santoyo, 2018). In order to build your

leadership team, building principals or associate principals must delegate and distribute critical tasks, such as observations, across the leadership team, with an ideal 12:1 ratio of teachers to leaders. At Prosper High school, the leadership team consists of administration, instructional coaches, department heads, and the Guiding Leadership Team, or GLT. The authors of *Learning by Doing* state that we must acknowledge that no one person “has the energy, expertise and influence to lead a complex change until it becomes anchored in the organization’s culture and gains the support of key staff members (Dufour, R., Eaker, R., Many, T., Mattos, M., and Muhammad, A., 2024, p 35).” Due to the large coalition of leaders, specifically within the GLT, our current teacher to leader ratio is approximately 10:1.

One of the top priorities of Prosper High School is retention of High Quality teachers, therefore, the initial scheduling was focused on staff and student culture, as well as collaborative team meetings and observations. For staff and student culture, leaders have the flexibility to greet students and staff at the center of the campus, referred to as “the Peagle,” a marble inlay in the commons adorned with the letter P and an eagle. This task is outlined in teal blue on the schedule to show the flexible nature of the action; the large number of leaders can use this as an opportunity to rotate and build student culture by building relationships with all students upon arrival.

In addition, there are many other opportunities built into the weekly schedule to enhance student and staff culture, including blocked in student, counselor, administrative and teacher focus groups, digital surveys weekly to collect perception data, an administrative meeting to address concerns from these focus groups, and a communications council focused on parent, family, student and community feedback. There are also built in routines for weekly celebrations, including the SHIP and Sauce award; these awards are both given and received by teachers to celebrate the influence of staff on instructional excellence and staff culture. The trophies are presented to the celebrated teacher with a letter of appreciation written by specific staff members, and shared across social media platforms. One final scheduled cultural action is sent out to teachers, students, families and community and includes celebrations of achievement from any eligible person or group on campus. These newsletters are sent out once a week to wrap up the instructional week and showcase high quality teachers, students, and community relationships. These student and staff culture actions are mandatory in maintaining and improving campus culture. Paul Bambrick-Santoyo describes the importance of these actions by saying “You don’t make your vision a reality by the sheer force of your personality; you build systems to lock it in (Bambrick-Santoyo, 2018, p 232).” Scheduling time for staff and student culture is one way to ensure that these systems are created and locked in.

Next, the calendar for collaborative team meetings and observations takes priority, focusing on reciprocal feedback between teachers, leaders, and administration. Sections of time are blocked out for the majority of Tuesdays and Thursdays, and are marked by hallways or areas of campus to give maximum flexibility to those leaders observing. In addition, there is a specified time slot per week to attend at least one Collaborative Team Meeting for all core subjects. This practice allows for flexibility in scheduling, and promotes utilizing data to allow timely meetings with teams that are experiencing the need for support in data collection, RTI planning, and intervention and reteaching strategies. In addition, the Guiding Leadership Team meets on Wednesday afternoons to serve as a collaborative team, share collected data from observations and attendance in CTMs and make adjustments to goals for school improvement and plan specific professional development based on staff strengths and weaknesses.

Finally, the schedule for duties and professional development is created to ensure active monitoring during important transitions such as arrival, dismissal, and movement to advisory period, where students move across campus to receive specific and targeted intervention from various teachers. Monitoring the final lunches on an alternating schedule between leaders also allows time to build relationships with students and enhance student culture. Many of these duties are marked with a teal outline, signifying flexibility; while these duties can be rotated and served by any staff member, they cannot be removed completely due to safety concerns for students as large numbers of our population are moving during these periods. The addition of blocked time for professional development for all leaders ensures that each instructional leader is actively researching best practices and strategies for success.

The final block of scheduling is formed to allow time to work on larger projects such as the monitoring status of the goals within the continuous school improvement framework. The use of Friday afternoons for this work reflects an awareness that Friday afternoons are slightly less attended due to extracurriculars such as sports, tournaments, traveling for UIL competitions, and early release for Juniors and Seniors. Friday afternoons remain the best opportunity for focused work on large projects, however, this time is flexible as needs arise. Principals and administrative leaders are familiar with the need to work during off duty hours in order to complete focused work that requires large chunks of time (Bambrick-Santoyo, 2018).

Paul Bambrick-Santoyo states that “if your strongest teacher is an island, the rest will be stranded as well. Coach every teacher, and you’ve built bridges between those islands- and all of the students will thrive (Bambrick-Santoyo, 2018, p 130).” Instructional leaders must build a culture of collaboration and development for all those that participate in school improvement processes. They must control their

time to ensure that they are anticipating the needs of teachers and students based on perception data, collecting student learning data regularly by means of observation and attendance in meetings, and driving school improvement using data driven practices and strategic professional development.

References

Bambrick-Santoyo, Paul. (2018). *Leverage Leadership 2.0: A Practical Guide To Building Exceptional Schools*. Jossey-Bass A Wiley Brand.

Bernhardt, Victoria. (2018). *Data Analysis For Continuous School Improvement*. (4th edition). Routledge Taylor and Francis Group.

Dufour, R., Dufour, R., Eaker, R., Many, T., Mattos, M., and Muhammad, A. (2024). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. (4th edition). Solution Tree Press.