High Impact Practices Implementation Rubric: Leadership Team Self-Assessment Reflection Tool

Directions: Using the data and information contained within the leadership team review summary report, lead the leadership team in completing the self-assessment reflection tool. Guide the team in developing agreed upon statements for all ten concepts of the high impact practices (HIP) implementation rubric. Include milestones for assessing progress toward implementation of action steps (How will we achieve our goal?) and target dates for full implementation (Where are we going?).

Exemplary Criteria	Where we are now?	Where are we going?	How we will achieve our goal?
1. TEAM COMPOSITION: Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. When appropriate, the team involves a wider range of local education agency representation and external community stakeholders for relevant issues.			
2. VISION, MISSION and NORMS: The vision and mission of the leadership team are collaboratively established and guide the work of school improvement. An annual review process has been established. Team norms are established, followed, and reviewed for meeting effectiveness at the end of each meeting.			
3. MEETING FREQUENCY and PURPOSE: The leadership team develops a year-long schedule and meets a minimum of one hour, twice per month. Additional meetings are convened as needed to monitor the school improvement plan. Agendas are shared with all staff members 24 hours in advance and focus on student learning with action steps aligned to the school improvement plan, data, and strategies to improve student learning. Time frames and a person responsible are outlined for each agenda item. Minutes and next steps are distributed within 48 hours to all staff members.			
4. ATTENDANCE: The principal and all assistant principals attend every meeting. All leadership team members, or their designees, are present at each meeting. Leadership team meetings are a valued part of the school's culture and promotes inclusive stakeholder engagement and participation beyond the internal team (i.e., parents, students, community members)			

Exemplary Criteria	Where we are now?	Where are we going?	How we will achieve our goal?
5. ROLES and RESPONSIBILITIES: The role of facilitator alternates among core team members. Defined roles and responsibilities often rotate among all team members to build capacity. (facilitator timekeeper, recorder, chat monitor) Team members clearly understand the importance and role of the team and are actively involved in creating, implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team assumes ownership in the school improvement process and initiates practices to modify actions, strategies, and processes based on data.			
6. COLLABORATIVE PROCESSES and PROTOCOLS: The principal is consistent in promoting active engagement and building a culture of collaboration with the leadership team. Protocols and an organized framework for conducting business are consistently implemented. Protocols keeps the work of the leadership team focused and maximizes the talents of the team members involved. The leadership team has flexible but clearly defined processes for shared decision-making and problem-solving. There is strong evidence that decisions are made collaboratively.			
7. DATA-DRIVEN PRACTICES: The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems at the student level. The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data. The team develops an annual calendar to monitor formative data points throughout the year. Adjustments are made to the school improvement plan, through 30-day short-term actions plans, to address data-based needs.			

Exemplary Criteria	Where we are now?	Where are we going?	How we will achieve our goal?
8. CONTINUOUS IMPROVEMENT CYCLE: Leadership team meetings are focused on student achievement and continuous school improvement. The leadership team continuously addresses: Where are we now? Where are we going? How will we get there? How do you know? The school improvement cycle includes monitoring the implementation of initiatives and using data to evaluate the impact of curriculum, instruction, assessment, interventions, and professional development. The team reflects on improvement needs, identifies desired outcomes, analyzes barriers to achievement, and adjusts the school improvement plan monthly.			
9. SCHOOL and STAKEHOLDER COMMUNICATION: There is a systematic process in place to engage the entire school staff in distributive decision-making on school improvement initiatives. The leadership team actively communicates, seeks input, and encourages multiple stakeholder perspectives through a formal process regarding important decisions. The leadership team reviews and considers the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.			
10. DEVELOPING LEADERSHIP CAPACITY: The principal ensures a succession plan is in place for the leadership team. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. Team members exhibit a sense of collective responsibility and have the mindset of empowering all personnel in the school to lead where they operate. The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals. Leadership team members provide professional learning to support the function of a variety of schoolwide teams to build the leadership capacity of staff members.			