



Principal Name: Brock Richardson

School Name: Mintonye Elementary School

Principal's Email Contact: barichardson@tsc.k12.in.us

Background Leading to My Inquire (Slide 2)

Upon my participation in IPLI Cohort 12 and after having reflected on my PCM Leadership Profile as a base and phase "Thinker", I found that a lot of my daily stress in my role as principal was stemming from the feeling of not being in charge of my own schedule. I felt like I was being pulled around the building and "putting out fires", so to speak. I wanted to feel more proactive in my leadership, and feel accomplished in completing tasks that I deemed important.

The Purpose of My Inquiry (Slide 3)

With these feelings of not being as effective as I would like as an administrator, I realized I wanted to maximize my effectiveness in organization.

My Wondering (Slide 4)

I wondered what the outcomes would be if I maximize my work calendar in order to be more effective and efficient with my time?

- Will I find I could delegate tasks to others?
- Am I spending more time on my priorities than non-preferred tasks?
- Do my current systems of efficiency help me maximize my priorities, or do they pull me away from them?

My Actions (Slide 5)

I planned and tracked what I accomplished or took my time on my Google calendar. I categorized these events into 4 main categories:

- Student Behavior/Parent Contact
- Scheduled Meetings
- Class Visits/Formal Observations
- Desk Work

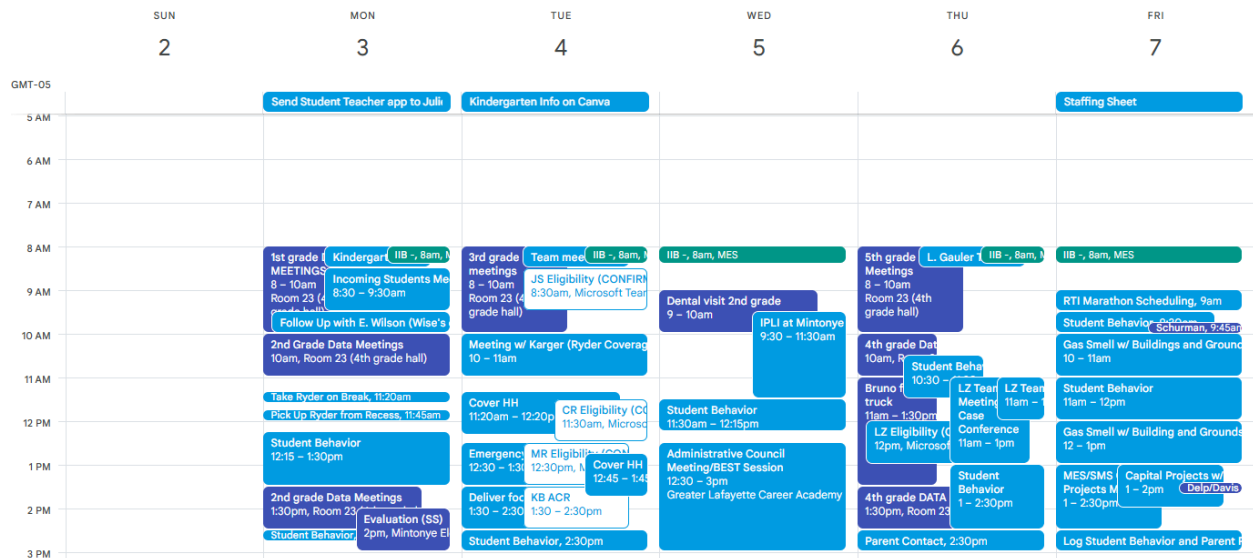
I would reflect daily/weekly if my prioritized tasks were disrupted (such as planned observations or meetings were incomplete due to student behavior). I created individual student behavior plans in hopes to lessen my time spent in response to student behavior disruptions.

Data Collection (Slide 6)

I tracked tasks on my Google Calendar and reflected on the hours spent in each category of task daily on a Google Spreadsheet.

My Data (Slides 7-9)

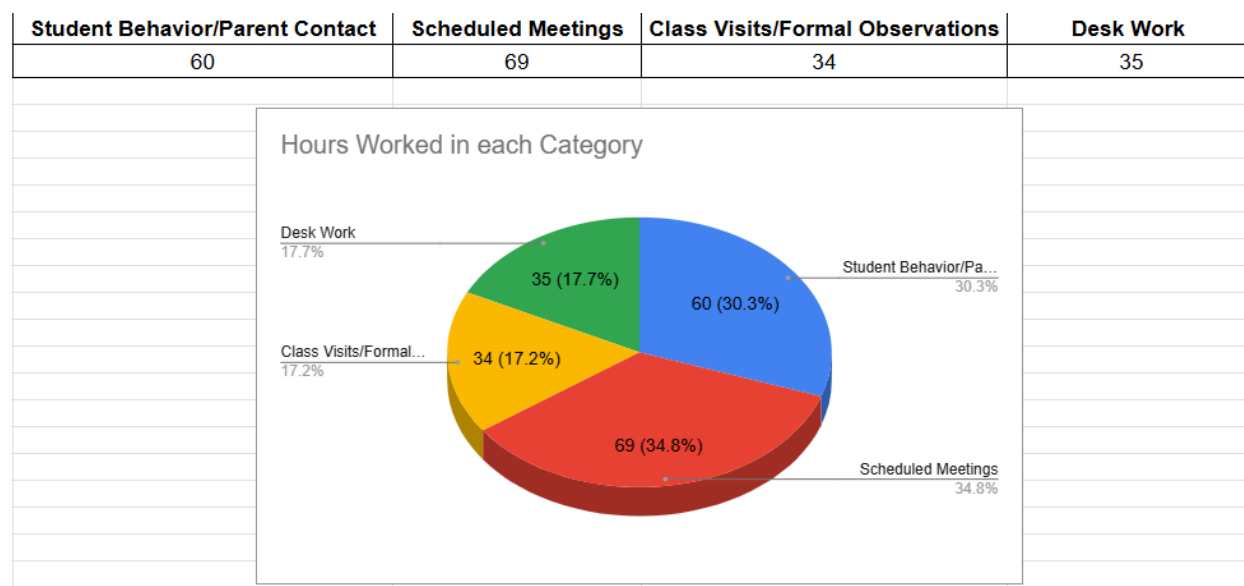
Below is a screenshot of how I tracked events on my calendar. I focused on tracking tasks specifically during the day when students were present. I was also able to see if I had unexpected tasks deter me from my pre-planned prioritized tasks.



I then tracked the tasks weekly into a spreadsheet based on the hours spent each day out of 6 total tracked hours according to the established category of task. Below is the spreadsheet of time spent each week.

Date	Student Behavior/Parent Contact	Scheduled Meetings	Class Visits/Formal Observations	Desk Work	Total Hours
1/13/25	2	3	0	1	6
1/14/25	1	4	0	1	6
1/15/25	3	1	1	1	6
1/16/25	3	0	1	2	6
1/17	3	2	0	1	6
1/21	0	1	0	5	6
1/22	0	6	0	0	6
1/24	2	0	3	1	6
1/27	2	3	0	1	6
1/28	3	0	2	1	6
1/29	1	1	1	3	6
1/30	2	3	0	1	6
1/31	1	1	4	0	6
2/3	2	4	0	0	6
2/4	1	3	1	1	6
2/5	1	5	0	0	6
2/6	2	4	0	0	6
2/7	1	4	0	1	6
2/10	3	2	0	1	6
2/11	2	2	1	1	6
2/12	2	2	1	1	6
2/13	4	1	0	1	6
2/14	1	3	1	1	6
2/17	2	0	3	1	6
2/18	2	1	1	2	6
2/19	4	0	1	1	6
2/20	2	2	1	1	6
2/21	2	0	3	1	6
2/24	2	4	0	0	6
2/25	1	1	2	2	6
2/26	1	2	2	1	6
2/27	1	2	2	1	6
2/28	1	2	3	0	6

Lastly, I had the total hours spent in each category organized into a pie chart as an added visual, and to also display how my time was spent.



My Discoveries (Slide 10)

- Prior to the start of this project, I found that student behavior was taking the majority of my time. Through conversations in my IPLI journey, I knew I needed to build capacity in others. I scheduled team meetings and created individual student behavior plans to

establish response systems for escalated student behaviors and when I would be involved. This is reflected in this project from my increased “Scheduled Meetings” time and that becoming how the majority of my time was spent. “Schedule Meetings” being my time most spent also showed that I was able to attend case conferences, data meetings, corporation meetings, etc., which had a history of being interrupted by student behavior.

- Midway through the project I found that I was not spending as much time in classrooms as I wanted to, and I became purposeful about scheduling class visits and formal observations. By scheduling this on my calendar I found that the task became prioritized and thus increased my time spent in classrooms.
- Through developing individual behavior plans and putting student supports in place, my time spent on student behavior decreased and I was able to attend scheduled meetings, including those centered around student data reflection with teachers. Prior to this project, I was unable to attend data meetings this year due to student behaviors.
- Interruptions are inevitable, but I found I was interrupted much less once I established systems and communicated my prioritized tasks.
- I feel much more fulfilled and accomplished in my role compared to how I felt in the first half of the school year.

Where I Am Heading Next (Slide 11)

- Although my time spent in classrooms has increased, I desire it to be more. I will continue to be purposeful with scheduling that time in my calendar so it can be more prioritized.
- I will continue to be proactive when addressing student behaviors, and utilize a “team approach”.
- I will continue to utilize my calendar to follow this procedure.

Bibliography (Slide12)

Regier, Nate (2020). Seeing People Through. Berrett-Koehler Publishers, Inc.

Citing Your Presentation and Publication

Presentation

Richardson, B. (2025). Prioritizing tasks and maximizing effectiveness. Presented at the annual Indiana Leadership Institute Action Research Showcase, Indianapolis, IN.

Prioritizing Tasks and Maximizing Effectiveness

Mintonye Elementary School

Brock Richardson
barichardson@tsc.k12.in.us

The Background Leading to This Inquiry

Upon my participation in IPLI Cohort 12 and after having reflected on my PCM Leadership Profile as a base and phase “Thinker”, I found that a lot of my daily stress in my role as principal was stemming from the feeling of not being in charge of my own schedule. I felt like I was being pulled around the building and “putting out fires”, so to speak. I wanted to feel more proactive in my leadership, and feel accomplished in completing tasks that I deemed important.



The Purpose of This Inquiry

With these feelings of not being as effective as I would like as an administrator, I realized I wanted to maximize my effectiveness in organization.



My Wondering

I wondered what the outcomes would be if I maximize my work calendar in order to be more effective and efficient with my time?

- Will I find I could delegate tasks to others?
- Am I spending more time on my priorities than non-preferred tasks?
- Do my current systems of efficiency help me maximize my priorities, or do they pull me away from them?

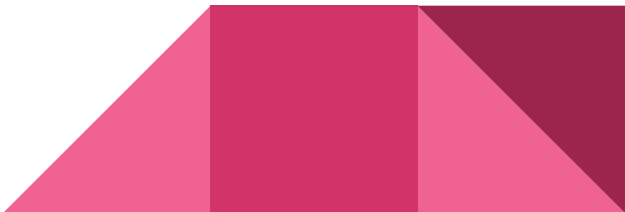


My Actions

I planned and tracked what I accomplished or took my time on my Google calendar. I categorized these events into 4 main categories:

- Student Behavior/Parent Contact
- Scheduled Meetings
- Class Visits/Formal Observations
- Desk Work

I would reflect daily/weekly if my prioritized tasks were disrupted (such as planned observations or meetings were incomplete due to student behavior). I created individual student behavior plans in hopes to lessen my time spent in response to student behavior disruptions.



Data Collection

I tracked tasks on my Google Calendar and reflected on the hours spent in each category of task daily on a Google Spreadsheet.



My Data

	SUN 2	MON 3	TUE 4	WED 5	THU 6	FRI 7
GMT-05		Send Student Teacher app to Juli	Kindergarten Info on Canva			Staffing Sheet
5 AM						
6 AM						
7 AM						
8 AM		1st grade MEETINGS 8 – 10am Room 23 (4th grade hall)	Kindergarten IIB -, 8am, MES	3rd grade meetings 8 – 10am Room 23 (4th grade hall)	Team mee IIB -, 8am, MES	IIB -, 8am, MES
9 AM		Incoming Students Meeting 8:30 – 9:30am	JS Eligibility (CONFIRMED) 8:30am, Microsoft Teams	Dental visit 2nd grade 9 – 10am	5th grade Meetings 8 – 10am Room 23 (4th grade hall)	RTI Marathon Scheduling, 9am
10 AM		Follow Up with E. Wilson (Wise's)	Meeting w/ Karger (Ryder Coverage) 10 – 11am	IPLI at Mintonye 9:30 – 11:30am	4th grade Data 10am, Room 23	Student Behavior 9:30am – 10:30am Schurman, 9:45am
11 AM		2nd Grade Data Meetings 10am, Room 23 (4th grade hall)	Cover HH 11:20am – 12:20pm	Student Behavior 11:30am – 12:15pm	Student Behavior 10:30 – 11:30am	Gas Smell w/ Buildings and Grounds 10 – 11am
12 PM		Take Ryder on Break, 11:20am	CR Eligibility (CONFIRMED) 11:30am, Microsoft Teams		Bruno f truck 11am – 1:30pm	Student Behavior 11am – 12pm
1 PM		Pick Up Ryder from Recess, 11:45am	Emergency MR Eligibility (CONFIRMED) 12:30pm, Microsoft Teams	Administrative Council Meeting/BEST Session 12:30 – 3pm Greater Lafayette Career Academy	LZ Eligibility (CONFIRMED) 12pm, Microsoft Teams	Gas Smell w/ Building and Grounds 12 – 1pm
2 PM		Student Behavior 12:15 – 1:30pm	Cover HH 12:45 – 1:45pm		Conference 11am – 1pm	MES/SMS Projects Meeting 1 – 2pm Delp/Davis
3 PM		2nd grade Data Meetings 1:30pm, Room 23	Deliver food KB ACR 1:30 – 2:30pm		Student Behavior 1 – 2:30pm	Capital Projects w/ 1 – 2:30pm
		Evaluation (SS) 2pm, Mintonye El	Student Behavior, 2:30pm		4th grade DATA 1:30pm, Room 23	Log Student Behavior and Parent Contact
		Student Behavior			Parent Contact, 2:30pm	

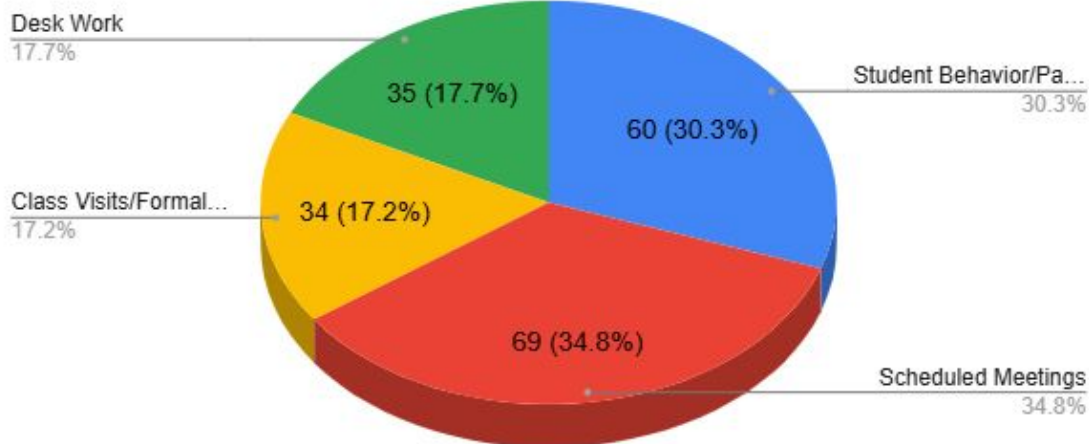
My Data

Date	Student Behavior/Parent Contact	Scheduled Meetings	Class Visits/Formal Observations	Desk Work	Total Hours
1/13/25	2	3	0	1	6
1/14/25	1	4	0	1	6
1/15/25	3	1	1	1	6
1/16/25	3	0	1	2	6
1/17	3	2	0	1	6
1/21	0	1	0	5	6
1/22	0	6	0	0	6
1/24	2	0	3	1	6
1/27	2	3	0	1	6
1/28	3	0	2	1	6
1/29	1	1	1	3	6
1/30	2	3	0	1	6
1/31	1	1	4	0	6
2/3	2	4	0	0	6
2/4	1	3	1	1	6
2/5	1	5	0	0	6
2/6	2	4	0	0	6
2/7	1	4	0	1	6
2/10	3	2	0	1	6
2/11	2	2	1	1	6
2/12	2	2	1	1	6
2/13	4	1	0	1	6
2/14	1	3	1	1	6
2/17	2	0	3	1	6
2/18	2	1	1	2	6
2/19	4	0	1	1	6
2/20	2	2	1	1	6
2/21	2	0	3	1	6
2/24	2	4	0	0	6
2/25	1	1	2	2	6
2/26	1	2	2	1	6
2/27	1	2	2	1	6
2/28	1	2	3	0	6


My Data

Student Behavior/Parent Contact	Scheduled Meetings	Class Visits/Formal Observations	Desk Work
60	69	34	35

Hours Worked in each Category



My Discoveries

- Prior to the start of this project, I found that **student behavior was taking the majority of my time**. Through conversations in my IPLI journey, **I knew I needed to build capacity in others**. I scheduled team meetings and **created individual student behavior plans to establish response systems for escalated student behaviors** and when I would be involved. This is reflected in this project from my increased “Scheduled Meetings” time and that becoming how the majority of my time was spent. “Schedule Meetings” being my time most spent also showed that I was able to attend case conferences, data meetings, corporation meetings, etc., which had a history of being interrupted by student behavior.
 - Midway through the project I found that I was not spending as much time in classrooms as I wanted to, and **I became purposeful about scheduling class visits and formal observations**. By scheduling this on my calendar I found that the task became prioritized and thus increased my time spent in classrooms.
 - Through developing individual behavior plans and putting student supports in place, **my time spent on student behavior decreased and I was able to attend scheduled meetings**, including those centered around student data reflection with teachers. Prior to this project, I was unable to attend data meetings this year due to student behaviors.
 - Interruptions are inevitable, but **I found I was interrupted much less once I established systems and communicated my prioritized tasks**.
 - **I feel much more fulfilled and accomplished in my role** compared to how I felt in the first half of the school year.
- 

Where I Am Heading Next

- Although my time spent in classrooms has increased, I desire it to be more. I will continue to be purposeful with scheduling that time in my calendar so it can be more prioritized.
- I will continue to be proactive when addressing student behaviors, and utilize a “team approach”.
- I will continue to utilize my calendar to follow this procedure.



Bibliography

Regier, Nate (2020). *Seeing People Through*. Berrett-Koehler Publishers, Inc.

