# Southfield Public School District
## Strategic Plan
### *Utilizing the Blueprint for Systemic Reconfiguration*
### 2018-2023

**Vision**

The Southfield Public School District will develop socially responsible and culturally sensitive citizens empowered to meet the challenges of a rapidly changing global and technologically advanced society, characterized by care, curiosity, creativity, critical thinking and the ability to effectively communicate, collaborate, and contribute to society.

**Mission**

The Southfield Public School District educates all students in a collaborative, safe, supportive and high-quality, student-centered environment, and prepares dynamic, innovative learners to compete within the global society.



**What is the Blueprint for Systemic Reconfiguration?**
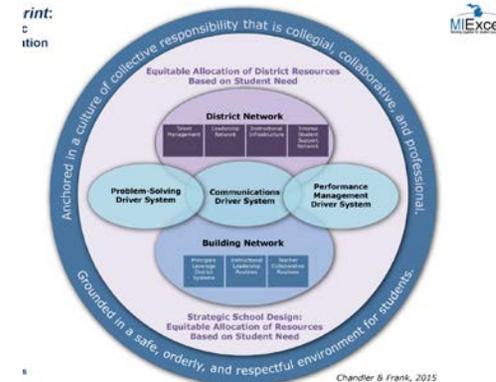
*Systemic reconfiguration purposefully disrupts current practice to create a new structure of coherent, aligned district and building systems to ensure success for all students (Chandler & Mohney, 2017).*

We define the end result of that purposeful disruption as "dramatic improvement in student, teacher, and leader performance in a short amount of time" (Chandler & Frank, 2015). While what truly matters to improving student performance occurs in the classroom between the teacher, student, and content, comprehensive school reform efforts have failed in large part because they have focused on improving student learning and teacher performance one classroom at a time.

Many external support providers have focused their efforts at the building or classroom level. While these supports are important, they have failed to leverage the dramatic systems improvements needed so that all students have the opportunity to be successful in the classroom environment and beyond. National and international researchers have recently focused their efforts at the district or system level as it is the district's responsibility to lead instructional improvement and to create the systems needed to support that improvement while eliminating barriers and obstacles to that improvement (Lane, 2013).

The *Blueprint* for Systemic Reconfiguration (Chandler & Frank, 2015) is grounded in the research of experts in reform research, but takes their work on specific elements [created in isolation] and connects them to each other to create a powerful, systemic approach that will challenge the status quo, base the organization's decisions on what is needed to support student learning for all students, and provide the support and guidance needed to realize and sustain dramatic improvement.
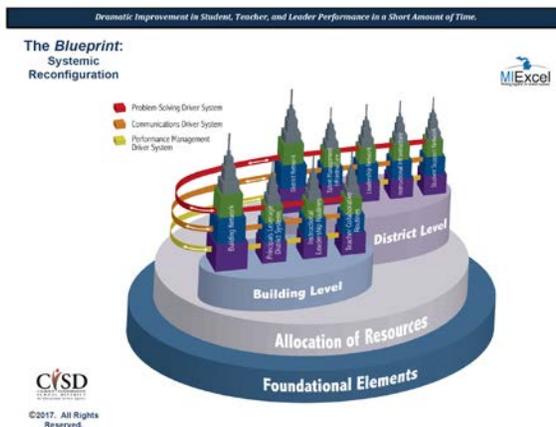


The heart of the *Blueprint* is about creating a school district where parents, the board, community members, and the educators collectively realize that their district is an educational organization like no other – one that has committed an assault on the status quo and one that has emerged as a leader in the care and education of all students.

The *Blueprint* is an opportunity for the district to create urgency and leverage systemic support for the dramatic improvement and sustainability of student,

teacher, and leader performance. It is designed to create a stronger systemic focus on and support of high-quality teaching and high levels of student learning.

**Objectives**

The district has established the following overarching strategic objectives that provide the foundation and direction for the work included in the strategic plan.

1. Strengthen and sustain the climate and culture of our district to focus on the unique academic and non-academic needs of each student in a way that is culturally sensitive and embraces the unique identity of each student.



2. Develop an aligned strategic infrastructure to focus the entire organization on teaching and learning in a way that supports all stakeholders to perform at the highest level of quality.
3. Align resources (time, people, money, materials) to student need assuring the equitable, but not equal allocation and access of those resources to maximize student growth and achievement.
4. Create an ethos of nurturing support that ensures all students can reach their highest potential through a system that prohibits any student to flounder or fail.
5. Through collective responsibility, establish a physical and operational environment of safety, cleanliness, innovative spaces and high expectations, partnering with parents, families, community and industry to ensure the highest level of performance by all stakeholders.
6. Establish an environment of high expectations and opportunities for college and career preparedness through awareness and exploration.
7. Prepare students to compete in a global society with opportunities to express a variety of modalities, including self expression through the fine and performing arts.

**Strategies**

Year One – Our goal in the first year is to successfully install with fidelity the Mechanical and Lobby Level to include:

- Foundational Outer Ring - Culture and Climate (adults and students)
- District Network
- Talent Management Profiles, Inventory and Strategic Placement
- Instructional Infrastructure - High-Quality, Subject-Specific Visions for Curriculum and Assessment
- Intense Student Support Network - Focus on Non-Academic Needs
- Communications, Problem-Solving, and Performance Management Driver Systems
- Leadership Network - Learning-Focused Partnerships
- Building Networks
- Principals Leverage District Systems
- Curriculum and Assessment - Defining Curriculum, audit, and identifying framework to address gaps.

1. Establish urgency for the strategic plan and for systemic reconfiguration.
2. Building stakeholder knowledge about the *Blueprint for Systemic Reconfiguration.*
3. Examine and respond to the district level of collective responsibility and student safety.
4. Build the district-level infrastructure needed to effectively reconfigure the district systemically.
5. Establish the system and tools needed to effectively progress monitor the work and its impact on student, teacher, and leader performance.
6. Establish the processes and timelines for creating district approved curriculum and assessments.
7. Create the building-level infrastructure needed to effectively respond to the district's reconfiguration plan.
8. Establish district and building-level learning-focused leader partnerships.
9. Utilize routines to assist building-level administrators in leveraging and making use of district systems.

*Year Two –* ==*Our goal in the second year is to install the Mezzanine, Tenant, and Residential Level to include:*==
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1. Establish a system to recognize the non-academic needs that students present in a manner that is culturally proficient and that embraces and values the unique identity of each student.
2. Build a system of network delivery to respond to the recognition of the non-academic needs of students.
3. Align the systems of instructional and student support to effectively support the whole child.

4. Utilize the district's talent management infrastructure to utilize staff and leader evaluation that is consistent with state law and that measures and cultivates the skills and competencies needed to realize the district's strategic vision.
5. Establish an effective talent management system that recruits a workforce skilled to meet the district's strategic vision and which has processes to quickly remove employees who are unable or unwilling to work toward the district's strategic vision.
6. Establish a network of instructional improvement to support all teachers and leaders in their journey to provide the district's vision of high-quality instruction to every student every day.
7. Redesign the central office infrastructure to effectively support the district's learning-focused leader partnerships.
8. Utilize routines to assist building-level administrators in establishing the infrastructure; coaching; and monitoring needed support instructional improvement at scale.
9. Utilize routines to assist teachers in collaborating with one another to deepen their understanding of instructional design and delivery and of measuring and responding to student learning.
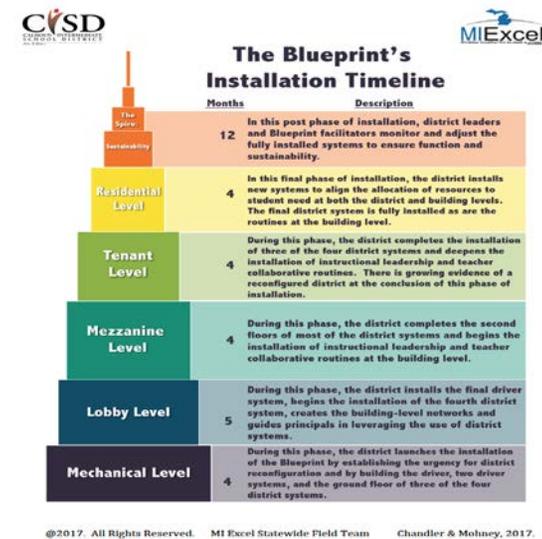
*Year Three –* ==*In year three we are working toward full installation and sustainability, installing the Residential and finally the Spire Levels, which indicates that all systems are in place, monitored, adjusted as needed, with the outcome of dramatic improvement in leader, teacher, and student performance in a short period of time.*==

1. Effectively allocate resources (time, people, and money) at both the district and building-levels in an equitable way that is aligned to student need.
2. Ensure district policies and practices support the ongoing work of the learning-focused leader partnerships between central office and building-level administrators.
3. Utilize routines to assist teachers in collaborating with one another to deepen their collegial reflective practices.

*Institutionalizing or Sustaining the Reconfigured District*

1. Transition the district from the process of systemic reconfiguration to the realization of a reconfigured district.

2. Central office leaders and the board of education recognize the newly reconfigured district and measure its impact on student, teacher, and leader performance.
3. Establish processes for ongoing monitoring and support of the newly reconfigured district and establish policies and practices to ensure that future leaders recognize the value of this reconfigured district.

## Action Plan  - Year One

| Systems Installation – Fall 2018 | | | | | |
|---|---|---|---|---|---|
| Blueprint Component | What do we need to accomplish? | Who is Responsible? | What is our timeline? | What artifacts will we have to determine completion? | How will we measure quality? |
| Rationale | 1. Establish urgency for the work of systemic reconfiguration; 2. Communicate this urgency; 3.  Build knowledge and expertise in the *Blueprint.* | Superintendent  - Dr, Green | September 2018 - January 2019 | District Opening Day 2018 presentation JWE Breaking Barriers PD Breaking Barriers Powerpoint Breaking Barriers Agenda Communications Driver Planning Tool District professional development | Monthly review of **BITT** (Blueprint Installation Timeline Tool) District perception surveys throughout the year DN Agenda and planning meetings |
| Foundational Elements | 1.  Measure foundational elements. To what extent do we have collective responsibility for student learning? To what extent do we have a safe, nurturing environment for every student? | Superintendent DN Members | July 2018 - September 2018 | Instructional Infrastructure Planning Tool Vision of High Quality Student Support | Monthly review of BITT District perception surveys throughout the year |
| District Network | 1.  Utilize the District Network Planning Tool to build and launch the District Network. | Superintendent DN Members | August 2018 - Ongoing | District Network Planning Tool | 2018-2019 SPS DN Meeting Agenda Monthly review of BITT Installation |

| | | | | | Assessment, Observation, and Artifact Tools<br><br>Performance Management |
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| Problem-Solving Driver System | 1.  Utilize the Problem-Solving Driver Planning Tool to build, launch, and take to scale this driver system. | Superintendent<br>DN Members | September -  January 2019 (on-going) | Problem-Solving Driver Planning Tool<br><br>DN Agenda will include professional learning and use of the Collaborative Learning Cycle. | Monthly review of BITT<br><br>Use of CLC protocol in DN and regular effective data conversations<br><br>Installation Assessment, Observation, and Artifact Tools<br><br>Performance Management |
| Communications Driver System | 1.  Utilize the Communications Driver System Planning Tool to build, launch, and take to scale this driver system. | Superintendent<br>DN  Members | September 2018 - January 2019 (On-going) | Communications Driver System Planning Tool | Monthly review of BITT<br><br>Installation Assessment, Observation, and Artifact Tools<br><br>Performance Management |
| Talent Management Infrastructure | 1.  Utilize the Planning Tools to establish a Blueprint profile for a central office administrators, building administrators, and teachers; 2. | Superintendent<br>DN Members | September 2018 - January 2019 (On-going) | Strategic Placement<br><br>Selecting Blueprint Teachers and Leaders | Monthly review of BITT<br><br>Installation Assessment, |

| | Utilize the communications driver to develop a shared understanding at scale of these profiles; 3. Inventory the degree to which these competencies are available for use by the district. | | | Candidate Selection Process<br><br>SPS Blueprint Teacher Profile<br><br>SPS Blueprint Superintendent/Central Office Administrator Profile<br><br>SPS Blueprint Instructional Leader Profile | Observation, and Artifact Tools<br><br>Performance Management |
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| Instructional Infrastructure | | DN Members | September 2018 - January 2019 (On-going) | Instructional Infrastructure Planning Tool<br><br>SPS HQ Writing Vision SPS HQ Visions - Reading, Mathematics, Science, Social Studies | Monthly review of BITT<br><br>Installation Assessment, Observation, and Artifact Tools<br><br>Performance Management |
| Intense Student Support Network | | DN Members | September 2018 - January 2019 (On-going) | Vision Student Support Network | Monthly review of BITT<br><br>Installation Assessment, Observation, and Artifact Tools Performance Management |

| Fidelity Appraisal | 1. Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality. | Superintendent, CAO, Legal Principal Representatives EDII | **Phase 1 - February 1, 2019** Dr. Green Solon Phillips Pamela English **Phase 2 - February 7, 2019** Ricky Fountain Zerrick Lake Marcia Williams Pamela English | Planning Tools Blueprint Installation Timeline Tool (BITT) Additional Mechanical Artifacts Fidelity Appraisal Results and Accompanying Memorandum. Click links below to view all Mechanical Level Artifacts. Mechanical Level Artifacts Additional Mechanical Level Artifacts | We will triangulate these data to determine areas of success and areas of growth needed to be successful in the next level of installation. |

| Systems Installation – Winter 2019 | | | | | |
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| Blueprint Component | What do we need to accomplish? | Who is Responsible? | What is our timeline? | What artifacts will we have to determine completion? | How will we measure quality? |
| Performance Management Driver System | 1. Utilize the Performance Management Driver System Planning Tool to build, launch, and take to scale this driver system. | Superintendent District Network Building Principals Building Networks | Pre-planning - Spring/Summer 2019 Install PMDS Fall 2019 (On-going) | Monthly completion and conversations of systems installation and meeting agendas. | Monthly review of systems installation Installation Assessment, Observation, and Artifact Tools Performance Management |
| Leadership | 1. Utilize the Leadership Network | Superintendent | January 2018 Coaching | | Monthly review of |

| Network | Planning Tool to create and launch learning-focused partnerships between central office and building-level administrators. | DN Members<br>Central Office Administrators | Partnership launch for all principals each week. | | systems installation<br><br>Performance Management |

| Instructional Infrastructure | 1. Utilize the Instructional Infrastructure Planning Tools to design process and timelines to create, review, approve, and modify district curriculum and assessments. | CAO<br>In partnership with Oakland Schools - Steven Snead, Heather, Marty Chaffee<br>EDII | **Provide Instructional Innovation Update and Blueprint Timeline to Superintendent (April 2019)**<br><br>**Summer 2019 and continued throughout 2019-2020 school year:**<br><br>Building the district curriculum is a continuous process that is cyclical in nature. We have used data collected from the internal and external curriculum audit to identify current access, resources, and training needed K-12. We have partnered with Oakland ISD who has provided training and will continue this process through summer 2019 and into the 2019-2020 school year to build the curriculum for the district. Our initial focus is math and ELA K-12. We have also brought all of the curriculum access and resource from Atlas back on line for all teachers. | Instructional Innovation Update and Blueprint Timeline<br>https://docs.google.com/document/d/1vOgY7TZ93KituuWt4Rdx7Zfq4wG_eiAw3eJM4sWhNQI/edit | Monthly review of systems installation<br><br>Performance Management |

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| Principals Leverage & Make Use of District Systems | 1. Utilize the Principals Leverage District Systems Planning Tool to establish building administrators' routines in understanding student need, connecting student need to district systems, and optimizing district support for student need. | Building Principals<br>CAO<br>EII<br>DN | **February 2019:**<br><br>Planning for principals leveraging district systems has already been established related to coaching and additional Instructional Infrastructure Academic Primers and training related to evaluations and Standards for Success platform. Specific planning for this work with principals will become more robust in the September 2019 as more systems are created and shared and principals spend time developing planning tools.. | | Monthly review of systems installation<br><br>Installation Assessment, Observation, and Artifact Tools<br><br>Performance Management |
| Building Network | 1. Utilize the Building Network Planning Tool to build and launch the District Network. | Building Principals<br>DN | Building Networks, CLC, and data conversations will be established **September 2019 in all schools**. | | Monthly review of BITT<br><br>Artifact Tools<br><br>Performance Management |
| Fidelity Appraisal | 1. Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality. | District Superintendent, Blueprint Facilitator | **Goal January 2020** | Planning Tools, Blueprint Installation Timeline Tool (BITT), Fidelity Appraisal Results and Accompanying | We will triangulate these data to determine areas of growth needed prior to |

| | | | | Memorandum. | moving to the next level of installation. |
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## Action Plan - Year Two

| Systems Installation – Fall 2019 | | | | | |
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| Blueprint Component | What do we need to accomplish? | Who is Responsible? | What is our timeline? | What artifacts will we have to determine completion? | How will we measure quality? |
| Intense Student Support Network | Establish districtwide ISSN team (special education services)<br>- | Superintendent<br>ISSN Coordinators<br>Medicaid & IEP Compliance Supervisor<br>Data Specialist for Special Education | September - November 2019 Interview and Placement process | | Variety of services provided districtwide |
| Leadership Network/ | Partnerships between central off and building leaders in efforts to build relationships, establish regular meetings and conversations related to academic and non-academic data, in order that principals can leverage district resources for the benefit of all students, resulting in academic success.<br><br>● Blueprint Opening Day Message<br>● Blueprint Timeline for Installation August 2019<br>● Creation of Building Network Teams at each building to address school improvement, data | Superintendent<br><br>Central Office Administration<br><br>Executive District Network<br><br>Extended Executive District Network<br><br><br>Principals/Assistant Principals<br><br>CAO<br><br><br>Executive Director Instructional Innovation | By June 2020 the following divisions will regularly provide direct support in buildings to all schools as needed:<br>● Curriculum team<br>● Assessment and Technology<br>● Talent Management<br>● Legal Affairs<br>● Finance<br>● Blueprint<br><br>Share global communication for Coaching expectations at the beginning of the school year.<br><br>Create indicators in HQI | Blueprint Vision Opening Day 2019-2020<br><br>Blueprint Timeline August 2019<br>https://drive.google.com/drive/folders/1b0_wwSL26epaycASkfsBBdmDdtLwUq7k<br><br>Blueprint Action Plan 2019-2020:<br>https://docs.google.com/presentation/d/15vhV7NVA5aZj5N84VMA49hl3xzDq8G-0/edit#slide=id.p1<br>Building Network Action Plan 2019-2020:<br>https://docs.google.com/document/d/15IIb1Q5k48qx22Ua3v-3RkagVy9kaNSm/edit#head | Documentation/evidence of district protocol and procedures created.<br><br>Increased number of central office leadership providing direct support<br><br>Performance Management<br><br>Coaching Schedule |

| | analysis of academic and non-academic data, supports and services, and all issues impacting teachers, students, and families<br><br>● All principals implement the Blueprint Action Plan and Building Network Action Plan based on learning from Blueprint Institute<br>● Monthly Extended Executive DistrictNetwork Meetings with Agenda<br><br>● Regular monthly meetings with principals<br><br>● UpLift! leadership publication for principals<br><br>● Revise district principal coaching schedule for 2019-2020<br><br>● Monthly Principals Meetings<br><br>● Customize the HQI and Pastoral Care | | For Elective classes in October 2019<br><br>Communicate purpose and goals for HQI and Pastoral Care tools online in fall 2019 | ing=h.gjdgxs<br><br>Copy of 2019-2020 Extended Executive District Network Agenda (September - December)<br><br>Copy of 2019-2020 Executive District Network Agenda (September - December)<br><br>September UpLift!<br>October UpLift!<br>November UpLift!<br>January UpLift!<br><br>District Coaching Schedule<br><br>September 2019 Principal Meeting<br><br>October Principal/Leadership Meeting (CLC)<br><br>Coaching Partnership Global Communication<br>https://docs.google.com/document/d/1E5jgBecsR_vQbsDYS4OJX9tDRmYqYLJB/edit<br>HQI Electives-Growth & Support<br>https://docs.google.com/document/d/1JnLNojVVQuI4FbWqwRJZOT1J7DTNeRiDM | |

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| | tools with MI Excel for meet the needs of instructional practice and feedback in the district | | | HDchrv9Iho/edit<br>HQI & Pastoral Care Communication of Purpose and Goals<br>https://docs.google.com/document/d/1v8wmtbxhDAZcS-b1IXZjsf1OZ3-sqv_FadTIPIUGimw/edit | |
| Instructional Infrastructure / Instructional Leadership Routines | • Implementation of Building Networks<br>• Implementation of HQI and Pastoral Care Tools<br>• Implementation of Collaborative Learning Cycle<br>• Implementation of HQI and Pastoral Care Tool<br>• Implementation of Blueprint Action Plan<br>• SPS Blueprint Timeline August 2019<br>• Principal Evaluation Primer<br>• SPS Educator Evaluation Framework | Superintendent<br><br>Principals<br><br>CAO<br><br>Executive Director Instructional Innovation<br><br>Supervisor of Curriculum<br><br>Supervisor of Technology and Assessment | By June 2020 all building principals will regularly facilitate BN meetings with their building leadership, use the collaborative learning cycle to analyze building data, and action plan. | Documentation/evidence of district protocol and procedures created.<br><br>2019-2020 Blueprint Action Plan<br><br><br>SPS Blueprint Timeline August 2019:<br>https://docs.google.com/document/d/1GpDK6ymYcsP4VZKrZp5qByA3cJI3fc2B/edit<br><br>Principal Evaluation Primer:<br>https://docs.google.com/document/d/1JCNng-G10wSjXWJZZyfDKa4GFQSd9op-RL69f-oECT0/edit<br>SPS Educator Evaluation Framework:<br>https://docs.google.com/document/d/1eoLxtfkeCPELn_24s0yeZbZ7JJkbu6hc/edit | Increased growth and support visits across the district<br><br>Principals meet monthly goals of HQI/Pastoral Care Visits.<br><br>Principals increased use of the CLC to analyze analyze multiple measures of data<br><br>Building Networks established and meeting at least monthly in all buildings.<br><br>Performance Management (School Data Meetings) |

| Teacher Collaborative Routines | Participation in growth and support visits with focus on instructional improvement<br><br>Grade Level meetings<br><br>PLCs | Superintendent<br><br>Principals<br><br>Teachers<br><br>Executive Director Instructional Innovation | Throughout the 2019-2020 school year, principals will complete growth and support visits (HQI/Pastoral Care) for all teachers and provide timely feedback. Teachers will participate in feedback conversations, adjust instruction. Principals will monitor for instructional improvement throughout the building. | Principals growth and support schedules.<br><br>Growth and Support Visits, teacher feedback, and immediate application of instructional improvement strategies | The number of HQI and Pastoral Care Visits. Data entered in online tool for monitoring and measurement of implementation with fidelity |
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| Student Support Network (SSN) | Development of services provided within the Student Support Network<br><br>Establish district SSN team and roles/responsibilities<br><br>Monthly Meeting Agenda | Superintendent<br><br>Student Support Coordinator<br><br>Director of Student Support Network and Stakeholder Engagement<br><br>Executive Director Instructional Innovation | Throughout the 2019-2020 school year, services and direct support will be established and implemented; additional community partnerships will be established to ensure wrap around supports for all students. | SSN Monthly Meeting Agenda https://docs.google.com/document/d/1IXSpMwww852vJ5nvk0WseZGBShJ8Jjma6o39LAECPJc/edit | |

| **Systems Installation – Winter 2020** | | | | | |
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| Blueprint Component | What do we need to accomplish? | Who is Responsible? | What is our timeline? | What artifacts will we have to determine completion? | How will we measure quality? |
| Talent Management Infrastructure | New Job Positions Aligned with Blueprint:<br><br>● Athletic Director<br>● Coordinator of Culture Diversity & Inclusion | Superintendent<br><br>Talent Management Team | All new positions in place from August 2019 - June 2020. | Athletic Director: https://docs.google.com/document/d/1Pfj2-UQMnEq996S8AJrm-7Y5WXQ7B8QH/edit<br>Coordinator of Culture, Diversity & Inclusion: https://docs.google.com/document/d/ | End of the year evaluations by direct reports.<br><br>Impact of position at the district level to create new systems, |

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| | ● Student Support Network Coordinator<br>● State & Federal Programs Coordinator<br>● Supervisor Technology & Assessment<br>● Middle School Assistant Principal-Athletic Director<br>● Data Specialist for Academic Progress<br>● Medicaid/IEP Compliance Supervisor<br>● Chief Talent Management & Organizational Efficacy<br>● Chief Financial Officer<br>● Intense Student Support Network (ISSN) Coordinator<br>● K-12 Curriculum Coordinator - Math<br>● K-12 Curriculum Coordinator - ELA | | | 1dMkSBKGob7XNVIXRLJv9UUkzHdOnx_SZ1P0W0n2K1XU/edit<br>Student Support Network Coordinator:<br>https://docs.google.com/document/d/1-khs7rfB3QpxR8xRG5huSDNk2jRa8uHG/edit<br>State & Federal Programs Coordinator:<br>https://docs.google.com/document/d/1VY3Wv0OdFR-te-nEjPk1t31zb3jI_Y_Q/edit<br>Supervisor Technology & Assessment:<br>https://docs.google.com/document/d/19GMS0L5SItWy1ZJRhxHJr7Mr1x3jL91N/edit#heading=h.gjdgxs<br>Middle School Asst. Principal/Athletic Director:<br>https://docs.google.com/document/d/1Ie2Vc3uLyTvr3ubHQ5sRgow0sj6vzpqT/edit<br>Data Specialist for Academic Progress:<br>https://docs.google.com/document/d/1xzaB_VmsOd5VYa8f49X37jYN0PLHuZnI/edit<br>Medicaid/IEP Compliance Supervisor:<br>https://docs.google.com/document/d/1AZS5ZYeSR0q4uc9rMkAYIJfNxFCOt6Ic/edit<br>Chief Talent Management & Organizational Efficacy:<br>https://docs.google.com/document/d/1AX73XaDiSgoOjU2lb1aJld_V53bE | close gaps and establish new protocol that is implemented at-scale.<br><br>Concrete data, documentation, surveys, etc. that show increase in the level of services and support provided to students for academic and social-emotional needs.<br><br>Organization and re-alignment of Talent Management and Finance Divisions.<br><br>Organization and re-alignment of district athletic programs and personnel<br><br>Meeting state compliance and providing appropriate grant funding for state and federal programs across the district.<br><br>Organizing, establishing protocol, and meeting compliance guidelines for technology and |

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| | | | | ZNvI/edit<br>Chief Financial Officer:<br>https://docs.google.com/document/d/11fmw12O0U0pRU4c6w4vvwej_YiEFD9v3DiGhNhL8snk/edit<br>Intense Student Support Network (ISSN) Coordinator:<br>https://docs.google.com/document/d/1qBnKeuuqOgMdCI8DycBZN7OP4ST7OwuR/edit<br>K-12 Curriculum Coordinator - Math:<br>https://docs.google.com/document/d/1ASVn8LFiVRENnIVpb8hn81Nbly_qOZHKqSbfWCtdCrM/edit<br>K-12 Curriculum Coordinator - ELA:<br>https://docs.google.com/document/d/1tEzfLkczzGyuafWeXX2koHSeSKlWu8s3/edit | assessment K-12. |
| **Leadership Network** | Meetings<br>All Administrator Meetings monthly with district and building administration.<br><br>Implement Coaching Partnership<br><br>Monthly Principal Meetings<br><br>UpLift! Leader Publication Implementation of Growth &<br><br>Support Visits using HQI/Pastoral Care Tools | Superintendent<br><br>All Central Office Administration<br><br>Principals/Assistant Principals<br><br>CAO<br><br>Executive Director of Instructional Innovation | All Administrator meetings begin in December 2019 through the end of the school year -<br>June 30, 2020 | All Admin Agendas:<br>December 2019 Agenda<br>https://docs.google.com/document/d/1K1aohpGK86z9kdwRJqNDUmY4eydFWNVuK_OSU0pZBl8/edit<br>January 2020 Agenda:<br>https://docs.google.com/document/d/1ITsEYmh9egAtvj0gemVcMf8F5m9VR6AUpA7H9c47zJE/edit | Increased number of central office personnel providing direct support in schools; Consistency of district coaching plan for principals; Creation and consistency on monthly All Admin Meetings |

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| | support from MI Excel. Instructional Innovation Update and Blueprint Timeline | | | | |
| Instructional Infrastructure/ Instructional Leadership Routines | Use of Academic Primer At-Scale in all schools Create IRIP Process Schedule Create Principal Evaluation Primer Creation of SPS Educator Evaluation Framework | Superintendent CAO Supervisor of Curriculum Supervisor of Technology and Assessment | Continuous school improvement process: August 2019 - June 30, 2020 | SPS Academic Primer: https://docs.google.com/document/d/1CojLe6aYsvekOUwBmFHqu82evFZtte6we5aQfmgpPJI/edit IRIP Process Schedule: https://docs.google.com/presentation/d/1MOIEaDKl2a815IRVF2MG0KfhhhSIb_4dVRgvR18clKc/edit#slide=id.g6da7c5dc55_0_58 | Progress of Curriculum re-alignment; Implementation and monitoring in curriculum initiatives; |
| Intense Student Support Network and Student Support Network | ● Identify roles and responsibilities of Student Support Network Coordinator ● Continuous development of SSN Process/Systems | Superintendent Director of ISSN and network team CAO Executive Director Instructional Innovation Director of Student Support & Stakeholder Engagement Student Support Network Coordinator Director of Post-Secondary Options & Community | End of the school year - June 30, 2020 | Roles and Responsibilities of Student Support Coordinator https://docs.google.com/spreadsheets/d/1bhXn62PY2rV-IcTkXSyzxa2nFcCjpqFL28Uy3-zoWpw/edit#gid=0 SSN Processes/Systems (Developing) https://docs.google.com/document/d/1qJAiGEQGOYAmNKyR_sYITOppDLAZ3_sjn6aTcmwDEpM/edit | |

| | | Partnerships | | | |
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| Performance Management (PM)

Extended Executive District Network (EEDN) | Performance Management Meetings:
● Begin Performance Management meetings between all schools and the EEDN monthly.
● Create a schedule to present data from PM meetings to the board each month and opportunities for the board to ask questions at study sessions.
● EEDN Monthly Agenda (Running Record) | Superintendent

Extended Executive District Network (EEDN );

All schools K-12, KLC, and Bussey

Board of Education | Begin Performance Management meetings October 2019 - May 2020.

EEDN monthly meetings begin September 2019 - June 2020 | PM Data Deck Template for Bussey: https://docs.google.com/presentation/d/1PtclpMHpbaFLUidXkvft1Fg6LMLbsjMZ/edit#slide=id.p1
PM Data Deck Template for K-5 and K-8 Schools: https://docs.google.com/presentation/d/1jHJVwaY8HOQwLZSqUjdXYE3LzdFnOEKM/edit#slide=id.p1
PM Data Deck Template for 6-12 Schools: https://docs.google.com/presentation/d/1K0PWg9biFq1WNmYBioDniqQIE0ik4FTW/edit#slide=id.p1
EEDN Monthly Agenda (Running Record): https://docs.google.com/document/d/1hWqfyzSIbQVfsN3JDTx6vvFMnJqHtv1b-DC7-1gTbMc/edit | |
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| Fidelity Appraisal | 1. Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality. | Superintendent, Blueprint Facilitator EEDN Cohort Principal Cohort Building Network Cohort ISSN/SSN Cohort Instructional Cohort | ==March 3, 2020==

==Fidelity Appraisal for Lobby and Mezzanine Levels of the Blueprint== | Planning Documents, Blueprint Installation Timelines created by district, All artifacts and evidence attached above. | MI Excel will triangulate these data points to determine areas of evidence for movement the next level of installation, or areas of evidence that demonstrate growth needed before moving to the next level of installation. |