



Purpose and Work Streams 2016-17

School Improvement Partners

Purpose

Purpose	Department Manager
The Chief of Schools and School Improvement Partners provide strategic, high quality support to schools that is flexible, tiered, and differentiated as well as targeted and regularly monitored. Through coaching of principals and leadership teams, the COS and Partners serve as key facilitators between central office and school in order to help schools and central office effectively develop, implement, monitor, and adjust their SIP to achieve their strategic goals. The COS also engages principals in the Educator Effectiveness Principal Evaluation process which is designed to support and build their capacity as high quality school leaders.	Alex Fralin

Major Work Streams

Title	Description	Lead
Increase SIP goals performance through facilitating deep dives and supporting coaches, professional learning, and principals.	School Improvement Partners plan and facilitate regular visits to schools with principals and SBLTs to develop, implement, and monitor the progress of SIP implementation. Metric: Improve School Performance per SIP Goals with a focus on: - Deep dive action steps completion (qtrly) - Climate Goal for students of color (in and out suspensions) - Literacy and Math growth and proficiency (African American MAP) - Decrease 9th grade course failures (Alg And English 1) (comparitively each quarter)	All Secondary Partners: Amy Engelkins, Annemarie Engdahl, Jan Chynoweth
Increase collaborative opportunities for school leaders to learn from each other through PLCs and collaborative school visits	Increase the number of inter-school collaborations and meaningful professional learning opportunities for and amongst school leaders Metrics: Calendar of visits, Plus/Delta's for Collaborative School Visits	
Improve Instructional practices through deep dives and school walkthroughs.	Improve school's instructional practices performance Metrics: Inst. Pract. Tool Data BOY and EOY, specifically (F4, G2, G4, C1, I1)	
Increase School Support Satisfaction through goal oriented school support plans.	Improve School Support Plan Completion - School Improvement Partners in collaboration with school principals, design goal oriented SSP requests and engage Central Office Department Managers in progress monitoring - Partners ensure completion of quarterly design, review and assessment of School Support Plans. Metric: SSP Completions and Principal Ratings or Partner requests	
Increase CO Satisfaction with School Improvement Partners in school support plans.	Improve Central Office Satisfaction Survey Results School Improvement Partners build positive and productive relationships with school teams and with department managers and related central office team members to ensure schools have the resources they need to acheive their SIP goals. Metric: Annual CO satisfaction rating of Chief of Secondary Schools Office -- Dept. to Dept goal: 75% to 80% (see priority project metrics -Evaluation Survey results for Cross Functional Team) --Customer Service from 81% to 85% --Supporting Data Collection 80% to 85% --Target School/District Resources from 83% to 85%	



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Priority Projects 2016-17

COMP Priority Project	Strategic Framework Priority Area	Strategic Framework Priority Area Next Step	Project Lead	Q1 Key Implementation Steps	Q2 Key Implementation Steps	Q3 Key Implementation Steps	Q4 Key Implementation Steps	Metrics for Monitoring Completion and Success
Research and develop plan for a comprehensive middle school reform model aligned to the personalized pathways implementation at our high schools.	II: Personalized Pathways	Develop multiple, clear and rigorous pathways to graduation within each high school. Research national and local models, define the model in the district, and redefine current high school coursework as appropriate. The model will include expanding dual-credit opportunities, career and technical education including career academies, online coursework, and a continuum of alternative education options.	Annemarie Engdahl	<ul style="list-style-type: none"> - Convene focus groups (principals, students, parents, staff) - Convene a cross functional team - Meet with Bo to determine most effective data sets to drive the work - Review frameworks/models for guidance on the MS model 	<ul style="list-style-type: none"> - Determine parameters with MS model - Determine outcomes for the MS model - Engage crossfunctional team and key stakeholders in vetting of the MS model - Include recommendations for 2017-2018 budget - Design support teams for implementation of the MS model (scheduling, HR, professional learning) 	<ul style="list-style-type: none"> - Deliver communication plan (including timelines) for MS model 	<ul style="list-style-type: none"> - Deliver communication plan (including timelines) for MS model 	<ul style="list-style-type: none"> - Agendas - MS Model charter - Data sets - Communication plan -Evaluation Survey results for Cross Functional Team
Create a long-term plan to improve and expand our alternative school options to provide enhanced post secondary options to college and career preparedness	II: Personalized Pathways	Develop multiple, clear and rigorous pathways to graduation within each high school. Research national and local models, define the model in the district, and redefine current high school coursework as appropriate. The model will include expanding dual-credit opportunities, career and technical education including career academies, online coursework, and a continuum of alternative education options.	Jan Chynoweth	<ul style="list-style-type: none"> -Plan a school visit to Capital High and Shabazz with Big Picture Learning (BPL) -Begin discussion on school visits to two BPL schools on east or west coast. -Schools send documents for review to BPL for their visit. -BPL completes two school site visits one at Capital and one at Shabazz. 	<ul style="list-style-type: none"> -BPL engages Shabazz and Capital on Strategic planning with SBLT 	<ul style="list-style-type: none"> -Draft Strategic plans shared with SLT -Present to BOE updates on alternatives and proposals for them to become official schools, as well as have a two year SIP -Each school engages BPL in deep schoolwide learning; customized to their strategic plan as well as developing a competency based learning model. 	<ul style="list-style-type: none"> -Reflect upon the BPL learning for the school year -Begin two-year SIP draft incorporating strategic plan 	<ul style="list-style-type: none"> -Completed school visits by BPL -Outcomes from BPL considered by both schools -Completed school visits to BPL schools -Evaluation Survey results for Cross Functional Team