



# Vassar Public Schools Strategic Plan

## *Utilizing the Blueprint for Systemic Reconfiguration* 2018-2023



### Vision

Inspire Future Excellence... Learn, Achieve, Succeed.

### Mission

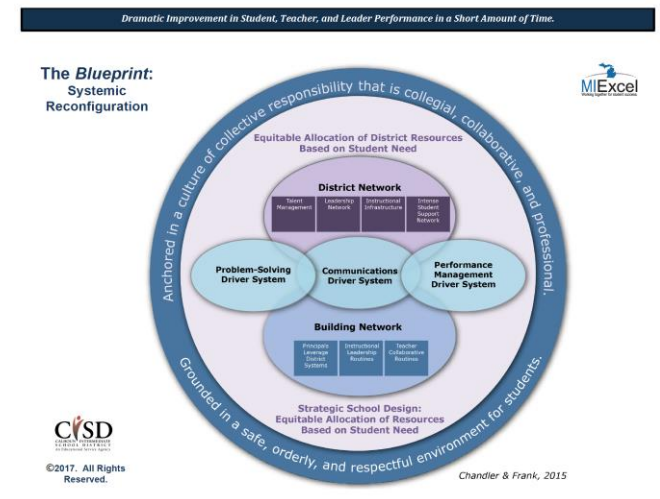
Vassar Public Schools will use best practices to promote excellence for all students in a safe, dynamic, and supportive environment.

### What is the Blueprint for Systemic Reconfiguration?

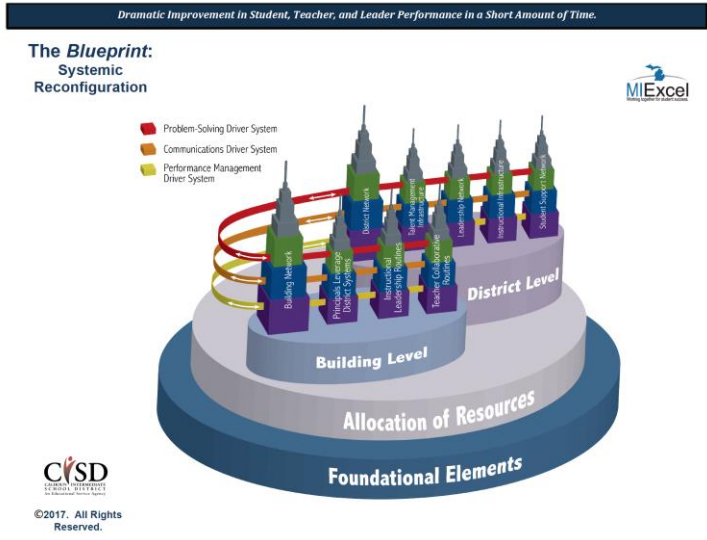
*Systemic reconfiguration purposefully disrupts current practice to create a new structure of coherent, aligned district and building systems to ensure success for all students (Chandler & Mohny, 2017).*

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 over-arching strategic objectives that provide the foundation and direction for the work included in the strategic plan.

1. Enhance 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 which embraces the unique identify of each student.
2. Create an aligned strategic infrastructure to focus the entire organization on teaching and learning in way that supports all stakeholders to perform at the highest level of quality.
3. Align resources (time, people, and money) to student need assuring the equitable, but not equal allocation of those resources to maximize student support.

Phase	Timeline	Description	Time Frame	Blueprint Systems
Mechanical Level	Year 1	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 1	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
	Year 2	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 2	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
Lobby Level	Year 1	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 1	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
	Year 2	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 2	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
Resource Level	Year 1	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 1	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
	Year 2	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 2	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
District Level	Year 1	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 1	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
	Year 2	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 2	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
Residential Level	Year 1	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 1	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
	Year 2	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 2	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
The Scope: Sustainability	Year 1	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 1	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication
	Year 2	During the phase, the district develops the foundation of the district by developing the culture, the district organizational structure, and the district vision, mission, and strategic plan.	Year 2	Calibrating Events Unraveling the Blueprint The District Driver System District System - Problem Solving District System - Communication

4. Create an ethos of nurturing support so that all students can reach their highest potential and so that the system does not allow any student to flounder or to fail.
5. Utilize parent, family, and community resources to partner with the district in ensuring the highest level of performance of all district stakeholders.

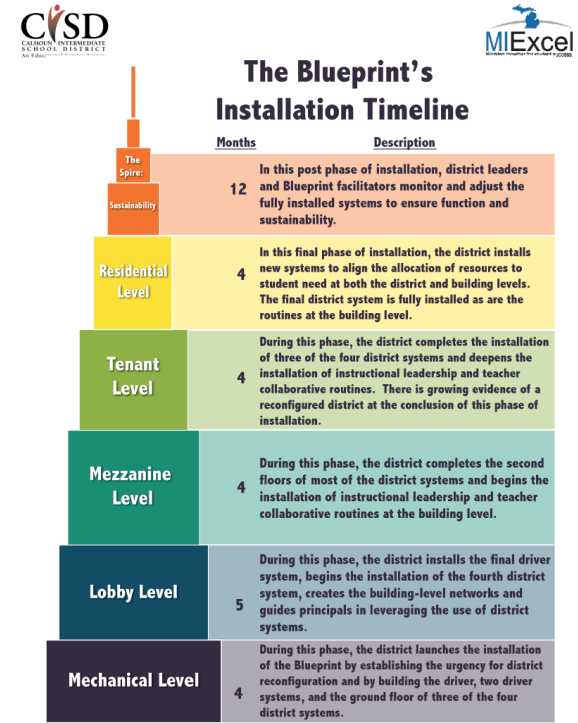
## Strategies

### Year One

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

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 work force 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.



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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*

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 on-going 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

Mechanical Level of Blueprint Installation – Fall 2016					
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 <i>Blueprint</i> .	DAN	Fall 2016 - ongoing	Documentation from the official Launch with all staff	Readiness Tool
Foundational Elements	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?	DAN	Fall 2016-Fall 2017	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool</li> </ul>	<ul style="list-style-type: none"> <li>Readiness Tool</li> <li>EOP Assessment Tool</li> </ul>
District Network	Utilize the District Network Planning Tool to build and launch the District Network.	DAN	Fall 2016	<ul style="list-style-type: none"> <li>EOP</li> <li>Meeting Agendas</li> <li>DAN Agreement</li> <li>Planning Tool</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool</li> <li>Fidelity Appraisal</li> </ul>
Problem-Solving Driver System	Utilize the Problem-Solving Driver Planning Tool to build, launch, and take to scale this driver system.	DAN	Ongoing	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool</li> <li>Collaborative Learning Cycle Protocol</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool</li> <li>Fidelity Appraisal</li> <li>Increased Student Achievement</li> </ul>
Communications Driver System	Utilize the Communications Driver System Planning Tool to build, launch, and take to scale this driver system.	DAN	Fall 2016-Fall 2017	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool</li> <li>Communications Protocol</li> <li>Data from Survey</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool</li> <li>Fidelity Appraisal</li> </ul>
Talent Management Infrastructure	1. Utilize the Planning Tools to establish a Blueprint profile for a central office administrators, building administrators, and teachers 2. 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.	DAN	Fall 2016 - ongoing	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tools (Talent Management, Recruitment, Hiring, Selecting Blueprint Leaders &amp; Teachers)</li> <li>District Inventories of Principal/Teacher Competencies</li> <li>Building Inventory of Teacher Competencies</li> <li>Blueprint Principal and teacher Self Inventories</li> <li>Adult Capacity Skill/Will Document</li> <li>Competency Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 1 Section)</li> <li>Fidelity Appraisal</li> <li>Competency Inventories</li> <li>Competency Rubrics</li> <li>Skill/Will Document</li> </ul>

Instructional Infrastructure	Utilize the Instructional Infrastructure Planning Tools to design process and timelines to create, share, develop shared understanding, communicate and implement viable visions of High Quality Subject-Specific Instruction.	DAN	Winter 2017 - ongoing	<ul style="list-style-type: none"> <li>• EOP</li> <li>• Planning Tools</li> <li>• Visions of High-Quality Subject-Specific Instruction</li> <li>• Documentation of Shared Understanding Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Blueprint Assessment Tool (Floor 1 Section)</li> <li>• Shared Understanding</li> <li>• HQI Data Collection</li> <li>• Fidelity Appraisal</li> </ul>
Intense Student Support Network	Utilize the Intense Student Support Network Planning Tools to design process and timelines to create, share, develop shared understanding, communicate and implement viable visions of High-Quality Student Support Network.	DAN	Fall 2017 - ongoing	<ul style="list-style-type: none"> <li>• EOP</li> <li>• Planning Tool</li> <li>• Vision for High-Quality Intense Student Support Network</li> <li>• Student Surveys</li> <li>• Survey Data</li> <li>• Documentation of Student Interviews and Activities to Build Shared Understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Blueprint Assessment Tool (Floor 1 Section)</li> <li>• Shared Understanding</li> <li>• HQSS Data Collection (Teacher and Student actions)</li> <li>• Fidelity Appraisal</li> </ul>
Fidelity Appraisal	Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality.	Superintendent Blueprint Facilitator DAN	February 2018	<ul style="list-style-type: none"> <li>• Planning Tools</li> <li>• Blueprint Installation Timeline Tool (BITT)</li> <li>• Fidelity Appraisal Results</li> <li>• Accompanying Memorandum</li> </ul>	We will triangulate these data to determine areas of growth needed prior to moving to the next level of installation.

## Action Plan - Year Two

Lobby Level of Blueprint 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?
Performance Management Driver System	Utilize the Performance Management Driver System Planning Tool to build, launch, and take to scale this driver system.	DAN	September 2018 – January 2019	<ul style="list-style-type: none"> <li>Monthly completion and conversations using the Blueprint Installation Timeline Tool (BITT) and the Building Performance Tool (BPT)</li> <li>EOP</li> <li>Planning Tool</li> <li>High Quality Instruction Data</li> <li>Competency Data</li> <li>Identification of Critical Barriers</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool</li> <li>BITT</li> <li>BPT</li> <li>Fidelity Appraisal</li> </ul>
Leadership Network	Utilize the Leadership Network Planning Tool to create and launch learning-focused partnerships between central office and building-level administrators.	Superintendent Principals	September 2018 – January 2019	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 1)</li> <li>Learning-focused partnerships created</li> <li>Instructional Coaching Record</li> <li>High Quality Instruction Walk-Through Documentation</li> <li>Meeting Notes</li> <li>Leadership Academy (documentation of partnership goals, partnership meeting agendas/notes, partnership walkthrough schedule/calendar)</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 1)</li> <li>Fidelity Appraisal</li> </ul>
Instructional Infrastructure	Utilize the Instructional Infrastructure Planning Tools to design process and timelines to create, review, approve, and modify district curriculum and assessments.	DAN Teachers	September 2018 – January 2019	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 2)</li> <li>Curriculum Documents for all Content Areas</li> <li>Timeline for Annual Curriculum Revision Process</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 2 Section)</li> <li>Fidelity Appraisal</li> <li>HQI Data Summary Report</li> </ul>
Principals Leverage & Make Use of District Systems	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.	Principals	September 2018 – January 2019	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (All 3 Floors)</li> <li>BPT (Data collection on academic and non-academic student needs, High-Quality Instruction, Instructional Improvement, Pastoral Care, Annual Performance Goals)</li> </ul>	Fidelity Appraisal

Building Network	Utilize the Building Network Planning Tool to build and launch the District Network.	Building Networks	September 2018 – January 2019	<ul style="list-style-type: none"> <li>EOP</li> <li>Meeting Agendas</li> <li>DAN Agreement</li> <li>Planning Tool</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool</li> <li>Fidelity Appraisal</li> </ul>
Fidelity Appraisal	Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality.	Superintendent Blueprint Facilitator DAN	February 2019	<ul style="list-style-type: none"> <li>Planning Tools</li> <li>Blueprint Installation Timeline Tool (BITT)</li> <li>Fidelity Appraisal Results</li> <li>Accompanying Memorandum</li> </ul>	We will triangulate these data to determine areas of growth needed prior to moving to the next level of installation.

### Mezzanine Level of Blueprint Installation – Winter 2019

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	Identifying and Meeting Social, Emotional, Health, and Nutritional Needs of Students by: 1. Implementing Pastoral Care at scale 2. Collecting student need data 3. Explicitly teaching social, emotional, health, and nutritional skills to students as needed.	Superintendent Principals Teachers	February 2019 – June 2019	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 2)</li> <li>Monitoring System</li> <li>Pastoral Care Measurement Tool</li> <li>Student Need Data</li> <li>Lessons of Explicitly Taught Skills</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 2 Section)</li> <li>Fidelity Appraisal</li> </ul>
Talent Management Infrastructure	1. Evaluation 2. Targeted and Differentiated Professional Learning based on aggregate and discrete data 3. Alignment of policies and procedures	Superintendent Principals Coaches DAN	February 2019 - June 2019	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 2)</li> <li>Aggregate and Discrete Competency Data</li> <li>Coaching Documentation</li> <li>PD Agendas to show differentiated PD</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 2)</li> <li>Fidelity Appraisal</li> </ul>
Instructional Leadership Routines	Installing Building-Level Processes: 1. Build common understanding between all stakeholders of HQI 2. Coordination between general education and special education staff 3. Develop process for teacher collaboration 4. Align district systems and instructional coaching	Superintendent Principals Teachers	February 2019 - June 2019	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tools (Floors 1 &amp; 2)</li> <li>Teacher Collaboration Structure</li> <li>Documentation of common understanding activities/conversations</li> <li>Documented process for collaboration and coordination between general ed and special ed</li> <li>Documentation of coaching plan aligning with district systems</li> </ul>	<ul style="list-style-type: none"> <li>Installation Assessment Tool (Mezzanine Level)</li> <li>Self-Perception of Installation Assessment Tool</li> <li>Fidelity Appraisal</li> </ul>



Teacher Collaborative Routines	Instructional Design and Delivery: Collaboration around instructional design, aligned curriculum, high-quality instruction, academic and non-academic needs	Superintendent Principals Teachers	February 2019 - June 2019	<ul style="list-style-type: none"> <li>• EOP</li> <li>• Planning Tool (Floor 1)</li> <li>• Coaching Records</li> <li>• Agendas/Notes from Collaboration Meetings</li> <li>• High-Quality Instruction Rubrics from Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• Blueprint Assessment Tool (Floor 1)</li> <li>• Fidelity Appraisal</li> </ul>
Fidelity Appraisal	Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality.	Superintendent Blueprint Facilitator	August 2019	<ul style="list-style-type: none"> <li>• Planning Tools</li> <li>• Blueprint Installation Timeline Tool (BITT)</li> <li>• Fidelity Appraisal Results</li> <li>• Accompanying Memorandum</li> </ul>	We will triangulate these data to determine areas of growth needed prior to moving to the next level of installation.

## Action Plan - Year Three

Tenant Level of Blueprint Installation – Fall 2019					
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	Retention and Removal: 1. Talent Management Dashboard 2. Retention Procedures 3. Removal Procedures 4. System Success Data	DAN	September 2019 – January 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 3)</li> <li>Talent Management Dashboard</li> <li>Written Procedures for Retention &amp; Removal</li> <li>Incentives &amp; Support to Retain Highly Effective Staff</li> <li>Teacher Competency Data</li> <li>High-Quality Instruction Data</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 3 Section)</li> <li>Fidelity Appraisal</li> <li>BPT</li> </ul>
Leadership Network	Central office supports network of partnerships by: 1. Allocates time to lead and coach for instructional improvement 2. Progress monitors impact on and focuses at scale on instructional improvement 3. Provides rapid response to buildings	Superintendent Principals	September 2019 – January 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 2)</li> <li>Coaching Records</li> <li>Data Collection on Increased Adult Capacity &amp; Instructional Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 2 Section)</li> <li>Fidelity Appraisal</li> <li>BPT</li> </ul>
Instructional Infrastructure	Instructional Improvement Network: 1. Define professional learning 2. Identify student/teacher need through data collection 3. Differentiate delivery of professional learning 4. Connect instructional improvement network to VHQI 5. Measure installation and impact on student achievement	Superintendent Principals Teachers	September 2019 – January 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 3)</li> <li>Data Collection on Student Need &amp; Teacher Performance</li> <li>Documentation of Differentiated Professional Learning for each teacher aligned to High-Quality Instruction Visions</li> <li>Agendas/Notes from TLC</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 3 Section)</li> <li>Fidelity Appraisal</li> <li>Student Performance Data</li> </ul>
Intense Student Support Network	District provides the delivery of this network system at scale by fostering student engagement, collecting data to inform the network, creating district policies which influence adult/student interactions	All Staff	September 2019 – January 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 3)</li> <li>Data Collection on Student Non-Academic needs</li> <li>Board Adopted Policy that influences positive student/teacher interactions</li> <li>Documentation of support delivered at the intensity of the student need</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 3 Section)</li> <li>Fidelity Appraisal</li> </ul>

Instructional Leadership Routines	Monitoring: 1. Frequent classroom visits with feedback on HQI, timelines, curriculum implementation 2. Analyze student work and non-academic needs	Principal/Instructional Leader Teachers	September 2019 – January 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 3)</li> <li>Monitoring System to ensure curricular delivery matches High-Quality Instruction vision</li> <li>Pacing and Framework</li> <li>Tracking Progress of Student Learning</li> <li>Collecting Data</li> <li>Analyzing Data</li> <li>Action Planning on Student Achievement, High-Quality Instruction, Student Support and Arenas of Action</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 3 Section)</li> <li>Fidelity Appraisal</li> <li>Student Performance Data</li> </ul>
Teacher Collaborative Routines	Deepening understanding of student learning through analyzing formative assessments, student work, academic and non-academic needs, and high-quality instruction using the Problem Solving Driver during PLCs	All Staff	September 2019 – January 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 2)</li> <li>Formative Assessment Data</li> <li>Multiple Measures of Data</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 2 Section)</li> <li>Fidelity Appraisal</li> <li>Student Performance Data</li> </ul>
Fidelity Appraisal	Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality.	Superintendent Blueprint Facilitator	February 2020	<ul style="list-style-type: none"> <li>Planning Tools</li> <li>Blueprint Installation Timeline Tool (BITT)</li> <li>Fidelity Appraisal Results</li> <li>Accompanying Memorandum</li> </ul>	We will triangulate these data to determine areas of growth needed prior to moving to the next level of installation.

### Residential Level of Blueprint Installation – Winter 2020

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?
Allocation of District Resources	Resources (purposefully unequal) aligned to student need	Superintendent	February 2020 – June 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Budget (money)</li> <li>Schedules (time &amp; people)</li> <li>Student Needs Data</li> </ul>	Fidelity Appraisal
Leadership Network	Policies and structures put into place to support partnerships; resources (purposefully unequal) aligned to student need, strategic school design	Superintendent Principals	February 2020 – June 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 3)</li> <li>Board Adopted Policies</li> <li>Documentation of Allocated Resources</li> <li>Budget</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 3)</li> <li>Fidelity Appraisal</li> </ul>
Strategic School Design – Allocation of	Resources (purposefully unequal) aligned to student need	Principals	February 2020 – June 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Budget (money)</li> <li>Schedules (time &amp; people)</li> </ul>	Fidelity Appraisal

Building Level Resources					
Teacher Collaborative Routines	Collegial Reflective Practices: 1. Peer observations (academic and non-academic needs) which provide informal feedback 2. Reflect on feedback 3. Seek out knowledgeable peers	Teachers	February 2020 – June 2020	<ul style="list-style-type: none"> <li>EOP</li> <li>Planning Tool (Floor 3)</li> <li>Documentation of Peer Observations</li> <li>Observation/Documentation of teachers collaboration/feedback</li> </ul>	<ul style="list-style-type: none"> <li>Blueprint Assessment Tool (Floor 3)</li> </ul>
Communications Driver System - External	1. Provide clear external communication to present the district's approach to systemic reconfiguration 2. Illustrate how the district is guiding improvement in student, teacher, and leader performance 3. Provide clarity on the interconnectedness of the district, building, and community in the Blueprint installation process	All Staff	February 2020 – June 2020	External Communication Documents (blog, videos, newsletters, webpage)	Fidelity Appraisal
Fidelity Appraisal	Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality.	Superintendent Blueprint Facilitator	August 2020	<ul style="list-style-type: none"> <li>Planning Tools</li> <li>Blueprint Installation Timeline Tool (BITT)</li> <li>Fidelity Appraisal Results</li> <li>Accompanying Memorandum</li> </ul>	We will triangulate these data to determine areas of growth needed prior to moving to the next level of installation.

## Action Plan - Year Four and Beyond

Spire Level of Blueprint Installation – Fall 2020					
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?
Foundational Elements	<ol style="list-style-type: none"> <li>1. Address students' social, emotional, physical, and nutritional needs to ensure every student is provided the most effective environment for student learning</li> <li>2. Intentionally monitor collaborative culture by reviewing norms, values, and beliefs that promote student, professional, and system level learning</li> </ol>	All Staff	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Student Achievement Data</li> <li>• Student Non-Academic Data</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased student performance</li> <li>• Increased student attendance</li> <li>• Decrease in student discipline referrals</li> <li>• Decrease in staff absences</li> </ul>
District Network	All DAN members work collaboratively to guide purposeful systemic reconfiguration and maintain a sense of urgency to maximize improvement in student, teacher, and leader performance.	DAN	September 2020 - ongoing	Meeting Agendas	Fidelity Appraisal
Problem-Solving Driver System	Utilize and monitor the process for facilitating effective data conversations using multiple measures of data to develop action plans.	All Staff	September 2020 - ongoing	Evidence of action planning created from using the Collaborative Learning Cycle	Fidelity Appraisal
Communications Driver System	<ol style="list-style-type: none"> <li>1. Provide clear internal and external communication to present the district's approach to systemic reconfiguration</li> <li>2. Illustrate how the district is guiding improvement in student, teachers, and leader performance</li> <li>3. Provide clarity on the interconnectedness of the district and the building in the Blueprint installation process</li> </ol>	All Staff	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Communications Protocol</li> <li>• External Communication Documents (blog, videos, newsletters, webpage)</li> </ul>	Fidelity Appraisal
Performance Management Driver System	Understand and respond to: <ol style="list-style-type: none"> <li>1. The quality to which the driver systems have been installed at scale</li> <li>2. The quality and extent to which the building is on track to meet or exceed its annual performance goals</li> </ol>	All Staff	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• BITT</li> <li>• BPT</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Dramatic improvement in student, teacher, and leader performance</li> </ul>
Talent Management Infrastructure	Finding, identifying, and keeping the talent needed to impact student, teacher, and leader performance.	Superintendent Principals DAN	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Evaluation instruments</li> <li>• Blueprint competencies, profiles, &amp; data</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased adult capacity at scale</li> </ul>

				<ul style="list-style-type: none"> <li>• Documents and processes for selecting Blueprint Teachers and Leaders</li> <li>• Documentation of internal assignment procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Retention of Blueprint teachers</li> <li>• Retention of Blueprint leaders</li> </ul>
Leadership Network	Intentional efforts to guide, direct, support teachers to increase their skills and gain professional knowledge	Superintendent Principals	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Documentation of Monthly Meeting Agendas</li> <li>• Teacher Competency Data</li> <li>• District Competency Data</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased adult capacity at scale</li> <li>• Increased teacher performance</li> <li>• Increased student performance</li> </ul>
Instructional Infrastructure	District monitors supports for visions of high-quality, ambitious subject specific instruction to ensure academic success for all students.	All Staff	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Visions of High-Quality Subject-Specific Instruction</li> <li>• District Policies</li> <li>• Performance Management Data</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased leader performance</li> <li>• Increased teacher performance</li> <li>• Increased student performance</li> </ul>
Intense Student Support Network	District monitors the coherent student support system to effectively nurture and support all students with non-academic needs.	All Staff	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Vision of High-Quality Student Support</li> <li>• Student Need Data</li> <li>• District Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased student performance</li> <li>• Increased student attendance</li> <li>• Decrease in student discipline referrals</li> </ul>
Principals Leverage & Make Use of District Systems	Principal uses the district driver and appropriate driver systems to support systemic reconfiguration and removes any barriers that impede Blueprint installation at the building level.	Principals	September 2020 - ongoing		<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased leader performance</li> <li>• Increased teacher performance</li> <li>• Increased student performance</li> </ul>
Instructional Leadership Routines	Principal and other leaders guide and lead instructional improvement at scale through daily organic routines to increase student, teacher, and leader performance.	Superintendent Principals	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Documentation of High-Quality Instruction Walkthroughs</li> <li>• Coaching Conversations</li> <li>• Performance Management Data</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased teacher performance</li> <li>• Increased student performance</li> </ul>
Teacher Collaborative Routines	Teachers organically guide each other at instructional improvement at scale through daily routines to increase student, teacher, and leader performance.	Teachers	September 2020 - ongoing	<ul style="list-style-type: none"> <li>• Documentation of TLC sessions</li> <li>• Performance Management Data</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity Appraisal</li> <li>• Increased teacher performance</li> </ul>

					<ul style="list-style-type: none"> <li>Increased student performance</li> </ul>
Allocation of District Resources	District installs new systems to align the allocation of resources based on student need.	Superintendent	September 2020 - ongoing	Data that informed the budget	Fidelity Appraisal
Strategic School Design – Allocation of Building Level Resources	Buildings install new systems to organize time, talent, and money to maximize student learning.	Principal	September 2020 - ongoing	<ul style="list-style-type: none"> <li>Schedules</li> <li>Calendars</li> <li>Data that informed the budget</li> </ul>	Fidelity Appraisal
Fidelity Appraisal	Request a Fidelity Appraisal to assist the District Network in effectively implementing this strategic plan at the highest level of quality.	Superintendent Blueprint Facilitator	February 2021	<ul style="list-style-type: none"> <li>Planning Tools</li> <li>Blueprint Installation Timeline Tool (BITT)</li> <li>Fidelity Appraisal Results</li> <li>Accompanying Memorandum</li> </ul>	We will triangulate these data to determine areas of growth needed prior to moving to the next level of installation.

## Goal Areas Specific to Vassar Public Schools

Facilities (Allocation of District Resources): Upon a successful passage of a bond the creation of a sustainable system for funding facilities and maintenance. Upon a failure of the bond the creation of a priority list of facilities and maintenance projects.

<i>Action steps: What needs to be done?</i>	<i>Deadline: When should this step be completed?</i>	<i>Necessary Resources: What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges: Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan: Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result: Was this step successfully completed? How will that be measured?</i>
Step 1: Efficient execution of the bond construction projects	<ul style="list-style-type: none"> <li>• 3 years after bond passage</li> <li>• Spend 85% by 3 years</li> </ul>	<ul style="list-style-type: none"> <li>• Construction Manager, Supt. BOE, Bond Committee</li> <li>• Weekly job project manager meeting</li> <li>• Supt. - Daily</li> <li>• BOE - monthly</li> <li>• Plan for impact to students</li> <li>• Summer work</li> </ul>	<ul style="list-style-type: none"> <li>• Summer work</li> <li>• Make the summer vacation longer</li> <li>• Hope for no extra snow days</li> <li>• Construction availability</li> </ul>	<ul style="list-style-type: none"> <li>• Construction Manager reporting daily</li> <li>• Bond Update Meeting for community</li> <li>• Facebook page showing construction work</li> </ul>	<ul style="list-style-type: none"> <li>• Projects completed</li> <li>• Funds for more projects</li> <li>• Energy performance contract ensures savings</li> </ul>
Step 2: Facilities/ Transportation Director	June 2018	<ul style="list-style-type: none"> <li>• BOE &amp; Supt.</li> <li>• Interview Process</li> <li>• Redistribution of salary</li> </ul>	Finding a qualified applicant	BOE meeting	Successful hiring and retention
Step 3: Facilities and maintenance cycle	3 years after bond passage	Sinking Fund Budget creation	<ul style="list-style-type: none"> <li>• Increased cost to the tax payer</li> </ul>	Director and administration	Annually reviewed



			<ul style="list-style-type: none"> <li>Limited operating dollars</li> </ul>		
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- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) RFP- local contractors, lowest bidders, energy contract moving forward, Facilities/Transportation Director hired
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Spent 85% of the funds in first 3 years, adopted budget with a replacement cycle, bond committee actively meeting to direct extra funds

*In the event of a failed bond in May:*

<i>Action steps: What needs to be done?</i>	<i>Deadline: When should this step be completed?</i>	<i>Necessary Resources: What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges: Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan: Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result: Was this step successfully completed? How will that be measured?</i>
Step 1: Go again for a bond	Nov. 2018	<ul style="list-style-type: none"> <li>7 million and/or sinking or stay same, or just a renewal for 2.44 mills</li> <li>Need for energy contract</li> </ul>	<ul style="list-style-type: none"> <li>Need for sinking fund</li> <li>Time is challenge</li> <li>Potentially splitting the vote</li> <li>Burn out</li> <li>Getting the 7 million but not enough</li> </ul>	<ul style="list-style-type: none"> <li>Bond committee</li> <li>BOE</li> <li>Community Meetings</li> </ul>	Successful passage of something

- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) Successful passage of the bond; Positive discussion about the bond; Active bond committee
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Creation of a replacement cycle; Coordination with facilities/transportation supervisor

Parent & Community Engagement (District & Building Network; Outer Ring): Create a district committee of staff, parents and community members dedicated to the development of engagement and outreach opportunities.

<i>Action steps: What needs to be done?</i>	<i>Deadline: When should this step be completed?</i>	<i>Necessary Resources: What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges: Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan: Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result: Was this step successfully completed? How will that be measured?</i>
Step 1: Form a committee comprised of a representative from each existing parent/booster group	ASAP	Neutral meeting space	Schedule conflicts	<ul style="list-style-type: none"> <li>• Current PTO officers, parents, building admins and liaison</li> <li>• Invite key business and community members to attend and join</li> <li>• Communicate and plan current and future activities based on needs of school and community</li> <li>• Communicate quarterly.</li> </ul>	Number in attendance will remain stable or increase.
Step 2: Establish norms and rules of group	By the 3rd meeting	<ul style="list-style-type: none"> <li>• Neutral meeting space</li> <li>• Agendas</li> <li>• Current rules of separate groups</li> </ul>	Meeting the needs of all groups while moving forward as one	<ul style="list-style-type: none"> <li>• All listed above will be in attendance</li> </ul>	One set of rules for one big group

				<ul style="list-style-type: none"> <li>• Communicate their final decisions</li> <li>• Communicate on VPS website/ calendar</li> </ul>	
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- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) Committee is formed and meets.
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Completion and adoption of the By-laws.

<i>Action steps: What needs to be done?</i>	<i>Deadline: When should this step be completed?</i>	<i>Necessary Resources: What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges: Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan: Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result: Was this step successfully completed? How will that be measured?</i>
Step 1: <ul style="list-style-type: none"> <li>• List and organize current activities for all groups/ boosters</li> <li>• Coordinate events so they do not conflict between buildings</li> </ul>	By end of 2019 school year	<ul style="list-style-type: none"> <li>• Parents and community members</li> <li>• Neutral meeting space ie: Public Library</li> </ul>	Being able to keep the calendar organized while maintaining individual building traditions	They will communicate all of the current activities via webpage/Google Calendar	Comprehensive calendar or list

- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) Cohesive calendar

- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) N/A

<i>Action steps: What needs to be done?</i>	<i>Deadline: When should this step be completed?</i>	<i>Necessary Resources: What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges: Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan: Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result: Was this step successfully completed? How will that be measured?</i>
Step 1: Outreach to community and parents	By end of 2018 school year	<ul style="list-style-type: none"> <li>• Parents and community members</li> <li>• A list of at least 4 names to reach out</li> </ul>	Reaching these individuals and motivating them to buy in	<ul style="list-style-type: none"> <li>• Committee is involved in developing the outreach plan</li> <li>• Personal connections like calls, letters, emails</li> </ul>	Increase in community/ parent attendance and involvement

- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) Survey parents and community
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Increase of positive response to the survey and subsequent increase in community and parental involvement

Safety & Security (Allocation of District & Building Resources; Outer Ring): Goal One: Staff, students, guests, and visitors will be safe and secure on school property. Area: Protocols and Procedures

<i>Action steps What needs to be done?</i>	<i>Deadline When should this step be completed?</i>	<i>Necessary Resources What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result Was this step successfully completed? How will that be measured?</i>
Step 1: Research Emergency Action plans	Sept 2018	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Administrative Team</li> </ul>	None	<ul style="list-style-type: none"> <li>• Safety Committee</li> <li>• Board presentation</li> </ul>	Presentation in Front of BOE
Step 2: Update Emergency Manuals	Dec 2018	<ul style="list-style-type: none"> <li>• Meeting Time</li> <li>• Safety Committee</li> </ul>	None	Present BOE	Manuals in hands of staff and procedures in place

- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) When staff meetings take place and manuals are handed out.
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Staff meetings and walkthroughs to make sure manuals are in place. Yearly scheduled drills.

Goal Two: Staff, students, guests, and visitors will be safe and secure on school property. Area: Secure Building Entrances

<i>Action steps What needs to be done?</i>	<i>Deadline When should this step be completed?</i>	<i>Necessary Resources What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result Was this step successfully completed? How will that be measured?</i>
Step 1: Where are the entrances at for all buildings?	Dec 2018	<ul style="list-style-type: none"> <li>• Admin/BOE Meetings</li> <li>• Walkthroughs</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Community and staff support</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• BOE meetings</li> <li>• Budget hearings</li> </ul>	Go to Planning
Step 2: Funding	May 2019	Money	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Cuts</li> <li>• Prioritize resources</li> </ul>	BOE meetings	Date for RFP
Step 3: Architect Plan	Sept 2019	Architect RFP	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Build a Budget</li> </ul>	BOE meetings	Go to Funding
Step 4: RFP Build	May 2020	<ul style="list-style-type: none"> <li>• Funding/Budget</li> <li>• BOE</li> </ul>	Higher priority issue bumping build	BOE meetings	Go to Build
Step 5: Build	Summer 2020	BOE	No	BOE Meetings	Entrances working by 2020-21 school year

- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) When BOE votes, plans are designed, entrances are in place.

- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Staff meetings and walkthroughs to make sure entrances are working and are in place.

Goal Three: Staff, students, guests, and visitors will be safe and secure on school property. Area: Classroom Emergency Kits

<i>Action steps What needs to be done?</i>	<i>Deadline When should this step be completed?</i>	<i>Necessary Resources What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result Was this step successfully completed? How will that be measured?</i>
Step 1: Research what needs to be in an emergency classroom kit	June 2018	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Administrative team</li> </ul>	No	Update at weekly Tuesday Leadership meetings	Emergency kits will go to order
Step 2: Order the necessary classroom kit materials	July 2018	<ul style="list-style-type: none"> <li>• Budget funds</li> <li>• Administrative team</li> </ul>	No	Administrative team meetings	Emergency kits will be at school
Step 3: Place kits in all necessary areas	Sept 2018	Administrative team	No	Opening year staff Meetings	Kits will be in place

- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) Timeline for ordering will be kept and checked off by administrative team.
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Staff meetings and walkthroughs to make sure kits are in place.



Student Performance & Support (Instructional Infrastructure, Intense Student Support Network): All students at VPS will be college and career ready to be productive members of society by graduation (striving to reach grade level benchmarks annually) as measured three times per year by NWEA to show continuous growth.

<i>Action steps: What needs to be done?</i>	<i>Deadline: When should this step be completed?</i>	<i>Necessary Resources: What resources are needed to complete this step? Who will be responsible?</i>	<i>Potential challenges: Are there any potential challenges? How will you overcome them?</i>	<i>Communication Plan: Who is involved? What are they doing to communicate? How often do they need to communicate?</i>	<i>Result: Was this step successfully completed? How will that be measured?</i>
Step 1: Access to quality preschool programs that prepare students for the academic rigor of kindergarten	Fall 2019	<ul style="list-style-type: none"> <li>• Certified Teacher</li> <li>• Classroom</li> <li>• Supplies</li> <li>• Curriculum</li> <li>• Transition Plan from Preschool to Kindergarten</li> <li>• School Board</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Income-Based Tuition</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Board of Education</li> <li>• Family School Liaison</li> <li>• Flyers</li> <li>• Parent Meetings</li> <li>• Newsletters</li> <li>• Social Media</li> <li>• Cross-Grade Level Meetings</li> <li>• Regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool Attendance</li> <li>• Kindergarten Entrance Data</li> </ul>
Step 2: To create a continuous intervention and support system to address the social emotional needs of all K-12 students.	Fall 2018	<ul style="list-style-type: none"> <li>• 1 elementary full-time counselor/social worker</li> <li>• Resource Officer for each building</li> <li>• 1 ms/hs full-time counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Quality Candidates trained in Trauma who will stay</li> <li>• Reach out to universities and agencies who</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Education</li> <li>• Administration</li> <li>• Teaching Staff</li> <li>• Parents</li> <li>• Job Postings</li> <li>• Family Nights</li> <li>• Parent Groups</li> <li>• Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• SWIS/Skyward data will decrease</li> <li>• Academic performance will increase</li> <li>• Suspensions and Expulsions will decrease</li> </ul>

		<ul style="list-style-type: none"> <li>Comprehensive Counseling Program</li> </ul>	<p>can recommend quality candidates</p> <ul style="list-style-type: none"> <li>Grants</li> </ul>	<ul style="list-style-type: none"> <li>Team Meetings</li> <li>Small Groups</li> <li>Class Lessons</li> <li>Flyers/Newsletters</li> <li>Child Study Meetings</li> <li>Regularly</li> </ul>	<ul style="list-style-type: none"> <li>Graduation rate will increase</li> <li>Student count will increase because students will not drop out</li> </ul>
<p>Step 3: To create a continuous intervention and support system to address the academic needs of all K-12 students</p>	<p>Fall 2020 (divide into smaller units to be accomplished in smaller periods of time)</p>	<ul style="list-style-type: none"> <li>Class Scheduling</li> <li>Data</li> <li>Certified/Trained Staff</li> <li>Low Class Size and Student/Teacher Ratio</li> <li>Monitoring System</li> <li>Materials</li> <li>Professional Development</li> <li>Board of Education</li> <li>Administration</li> <li>Staff</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Lack of a growth mindset</li> <li>Funding</li> <li>Scheduling</li> <li>Academic Credit Qualification</li> <li>Teacher Instruction on Effective and Proven Intervention Supports/Strategies/Models</li> <li>Growth Mindset Training</li> <li>Grants</li> <li>Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>Board of Education</li> <li>Staff</li> <li>Administration</li> <li>Student Informational Meetings</li> <li>Cross-Grade Level Meetings</li> <li>Transition Meetings</li> <li>Child Study Meetings</li> <li>Weekly, Monthly, Marking Period, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement scores will rise</li> <li>Discipline will decrease</li> <li>Dropout rate will decrease</li> <li>Graduation rate will increase</li> </ul>
<p>Step 4: Core instruction will be differentiated K-12 to meet the needs of all students</p>	<p>Fall 2023</p>	<ul style="list-style-type: none"> <li>Funding</li> <li>Professional Development</li> <li>Instructional Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Lack of Quality Substitute Teachers</li> <li>Time</li> <li>Lack of Growth Mindset</li> <li>Staff Turnover</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administration</li> <li>Board of Education</li> <li>Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Achievement scores will rise</li> <li>Discipline will decrease</li> <li>Dropout rate will decrease</li> </ul>

		<ul style="list-style-type: none"> <li>• Grade Level/TLC Meetings</li> <li>• Time to Analyze Data</li> <li>• Quality Substitute Teachers</li> <li>• Technology</li> <li>• Curriculum Materials</li> <li>• ELEOT</li> <li>• Multiple Intelligences/Multi-Sensory Instruction</li> <li>• Board of Education</li> <li>• Administration</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Class Size</li> <li>• Growth Mindset Training</li> <li>• Small Class Size</li> <li>• Processes and Procedures in Place for New Teachers/New Assignments</li> <li>• Stipend Money After School/Summertime</li> <li>• Grant Money</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level/TLC Meetings</li> <li>• Instructional Coaching</li> <li>• ELEOT</li> <li>• Regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation rate will increase</li> </ul>
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- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) 80% of students meeting NWEA grade level benchmarks
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) NWEA scores, SAT scores, Survey Graduating Students on College/Career Path (at graduation and at 5 years)

Technology (Allocation of District & Building Resources): Vassar will create a sustainable system for funds to maintain technology.

<p><i>Action steps</i> What needs to be done?</p>	<p><i>Deadline</i> When should this step be completed?</p>	<p><i>Necessary Resources</i> What resources are needed to complete this step?  Who will be responsible?</p>	<p><i>Potential challenges</i> Are there any potential challenges? How will you overcome them?</p>	<p><i>Communication Plan</i> Who is involved? What are they doing to communicate? How often do they need to communicate?</p>	<p><i>Result</i> Was this step successfully completed? How will that be measured?</p>
<p>Step 1: Definition of terms (labeling parts of technology)</p>	<p>1st month</p>	<ul style="list-style-type: none"> <li>• Current dated inventory list</li> <li>• Prioritized future needs</li> <li>• IT Director</li> </ul>	<p>Generating list can be a big job - overcome it with a barcode scanner</p>	<ul style="list-style-type: none"> <li>• IT Director and superintendent</li> <li>• Information collected in Monthly Admin meeting</li> </ul>	<p>Presence of the information collected</p>
<p>Step 2: Identify funds needs for sustainability</p>	<p>2nd month</p>	<p>Know what resources are available through the Business Manager</p>	<ul style="list-style-type: none"> <li>• Lack of funds</li> <li>• Funding schedule timelines are met</li> <li>• Make educated guesses</li> <li>• Oversight of responsible people</li> </ul>	<ul style="list-style-type: none"> <li>• IT Director</li> <li>• Business Manager</li> <li>• Superintendent</li> <li>• Monthly Admin meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Available funds identified</li> <li>• Presence of information collected</li> </ul>
<p>Step 3: Prioritize needs consistent with funding</p>	<p>3rd month</p>	<ul style="list-style-type: none"> <li>• All information</li> <li>• Business Manager</li> <li>• IT Director</li> <li>• Superintendent</li> <li>• Building Principals</li> </ul>	<p>In disagreements over priorities, the Super will make the decision</p>	<ul style="list-style-type: none"> <li>• Building admin</li> <li>• Staff input</li> <li>• Prioritized tech needs</li> <li>• As needed review</li> </ul>	<p>Prioritized list is present</p>

Step 4: Plan presented to the board for approval	<ul style="list-style-type: none"> <li>• As needed</li> <li>• Annual budget review</li> </ul>	<ul style="list-style-type: none"> <li>• The prioritized plan</li> <li>• Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• General opposition</li> <li>• Presenting the case of the previous steps and why it's important</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> <li>• Superintendent</li> <li>• Presentation</li> <li>• Monthly and as needed</li> </ul>	When the board approves the plan
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- Evidence of Success (How will you know you are making progress? What are your Benchmarks?) Replacing technology before it fails. It could be measured by less complaints on Spiceworks. Evidence that students are using technology.
- Evaluation Process (How will you determine that your goal has been reached? What are your Measures?) Technology remains functional and useful