

**BEYOND THE TALK, Version 2
2010-2012**

TAKING ACTION TO EDUCATE EVERY CHILD NOW

*Strategic Plan 2008-2012 Implementation Update
Presented to SFUSD Board of Education on April 5, 2011*



“The San Francisco Unified School District sees the achievement gap as the greatest social justice/civil rights issue facing our country today; there cannot be justice for all without closing this gap.”

**Carlos A. Garcia, Superintendent
San Francisco Unified School District**



Beyond the Talk, Version 2

Strategic Plan

Over the last two years, guided by the strategic plan, “Beyond the Talk,” SFUSD has built the critical foundation to achieve equitable outcomes for students. The Board of Education, district leadership and school communities have engaged in deep conversations through the Balanced Scorecard process to develop specific action plans aligned with the vision and goals of “Beyond the Talk.”

Vision

Every SFUSD student will graduate from high school, college and career with the skills, capabilities and dispositions necessary for the 21st century.

Goals

Goal 1 Access and Equity- Make social justice a reality

Goal 2: Achievement- Engage high achieving and joyful learners

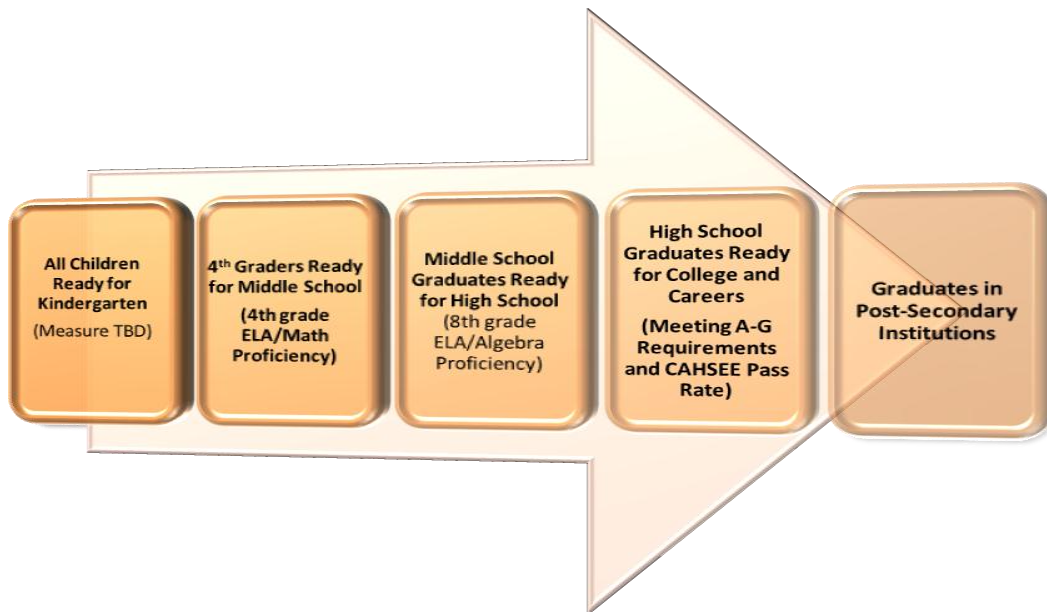
Goal 3: Accountability- Keep our promises to students and families

Theory of Action

- When
 - We maintain the frame of equity, achievement and accountability;
 - We articulate the expectations for results and sustain the focus over time;
 - We implement a consistent instructional core (standards, curriculum, assessment, pedagogy);
 - We participate in a continuous improvement system to monitor and respond to performance;
 - We invest in our people;
 - We partner with stakeholders to align and maximize internal and external resources in support of our vision for student success;
- Then
 - We will achieve a system of great schools with equitable outcomes;
 - Be a high performing learning organization;
 - Graduate every student from high school both college and career-path ready and equipped with the skills, capacities, and dispositions necessary for 21st century success.

Student Outcomes

We will achieve the double digit growth required to accelerate all our students through a connected pathway from early childhood to post-secondary success.

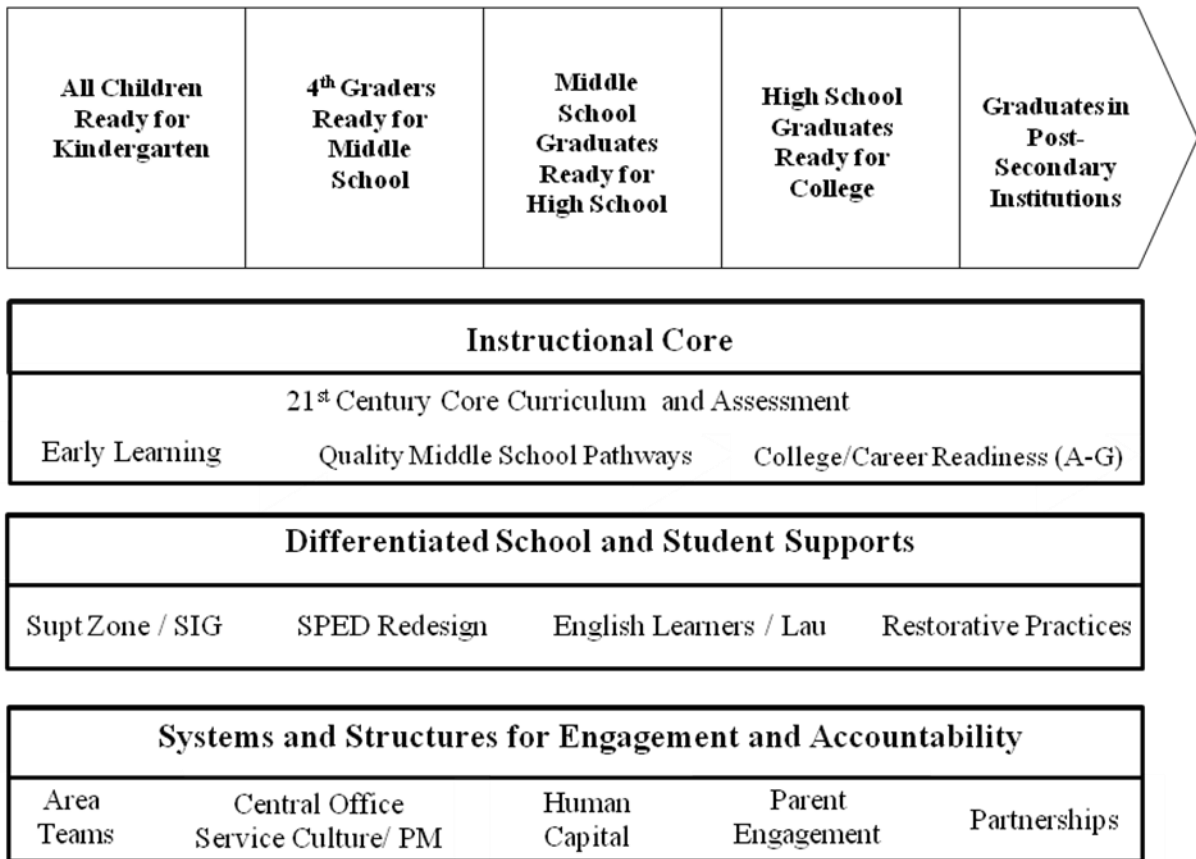




Beyond the Talk 2.0- Strategic Implementation Plan

To fully provide a high quality, 21st century education for all students, we must now combine equity with rigor and create the conditions for the 21st century schools. Beyond the Talk 2.0 defines a set of interconnected strategic projects and a roadmap for building an equity-centered performance culture that will result in the achievement of key student outcomes from Pre-Kindergarten to Post Secondary Success. Below is a map that demonstrates how the PreK-20 student outcomes align to the interconnected, thirteen strategic priorities.

Strategic Projects Aligned to PreK-20 Continuum for Student Success





GOAL 1 – ACCESS AND EQUITY: MAKE SOCIAL JUSTICE A REALITY

Superintendent Zone/ School Improvement Grant (SIG) and Focus on Underserved Schools outside the Zone

Project Description: A commitment from the superintendent and the central office staff to take full responsibility to create the sustainable conditions necessary to defy the power of demographics by ensuring that the 15 identified schools in the Mission and Bayview, and a small set of underperforming schools outside this zone, reach the highest levels of academic performance and become full service community schools.

Project Sponsor: Richard Carranza

Project Leaders: Patricia Gray and Guadalupe Guerrero

Interim Project Managers: Jorge Cuevas-Antillon and Laura Moran

Annual Goals:

1. Strategically implement the federally funded SIG grant commitments and resources to build capacity of the SIG funded schools and to create a broader model for transforming all schools in the Superintendent’s Zone. The key components of the SIG grant include:
 - a. Implementation of the instructional core
 - b. Assessments to inform instruction & monitor achievement
 - c. Strategies for English Learners/ Standard English Learners
 - d. Academic supports and interventions
 - e. Investment in professional development for teachers, school staff and administrators
 - f. Systems & structures for continuous improvement
 - g. Parent empowerment
 - h. Community schools approach
 - i. Resource alignment
2. Ensure that the highest needs students are matched with the highest quality instructional staff by developing and beginning implementation of a human capital strategy, including but not limited to SIG requirements for staff transition and teacher evaluation that builds the longer term conditions for all underserved schools.
3. Implement a “full service community schools” model in SIG funded schools, and provide targeted support to at least one school in each Area Team outside of the Superintendent’s Zone to implement cost neutral community school strategies.
4. Ensure deep and coordinated implementation of the district’s instructional strategic priorities into an “instructional model/ core” that can be implemented systematically in the Superintendent’s Zone and underserved schools outside the Zone. (*Instructional priorities include 21st Century Core Curriculum and MAP, EL/ LAU, Special Education Redesign, Early Learning, Quality Middle Schools/ Language and Program Pathways and A-G/ College Going Culture.*)

GOAL 1 – ACCESS AND EQUITY: MAKE SOCIAL JUSTICE A REALITY

Special Education Redesign

Project Description:

Comprehensively reform the policies, programs and structures for providing services that support all students with disabilities in the least restrictive environments. Establish a partnership with general education to implement a strong instructional core with tiered levels of support and intervention that reduce the number of students referred to special education.

Sponsor: Richard Carranza

Project Leader: Cecelia Dodge

Project Manager: Kristen Devine



Annual Goals:

1. Implement a short-term plan to develop capacity, ownership, remove roadblocks and ensure early successes within the Special Education department to better serve schools through the new Area Team structure.
2. Engage principals, teachers, and central office and school staff, parents, and community groups to create a comprehensive multi- year plan to improve results for children and youth with disabilities.
3. Introduce inclusion policy for student assignment for Grades K, 6, and 9 and prepare principals and teachers to implement inclusive practices at these grade levels in 2011-2012.
4. Develop Special Education program pathways.



GOAL 1 – ACCESS AND EQUITY: MAKE SOCIAL JUSTICE A REALITY

English Learners/ Lau Plan Implementation

Project Description:

Since the *Lau v. Nichols* case over 35 years ago, SFUSD has had a plan for providing English Learners with programs and services to academically succeed. In September of 2008, the district renewed its commitment by developing a new Lau Action Plan to address the needs of today's English Learners.

Aligned with the district's strategic goals for all SFUSD students, the new plan will ensure that English Learners acquire high levels of English and home language proficiency (whenever possible), academic achievement, and skills that will lead to success in the 21st century.

Sponsor: Richard Carranza
Project Manager: Christina Wong



THE NEW LAU PLAN INCLUDES GUIDELINES ON:

- proper identification and placement of English Learners
- access to effective learning pathways and specialized programs and services
- appropriate staffing and professional development
- meaningful parent outreach and involvement
- internal monitoring and evaluation of programs and services

Annual Goals:

1. Implement specific programs, strategies, and accountability (e.g. increase consistency of ELD, primary language instruction and access to core curriculum instruction at all sites, enhance assessments and counseling of potential ELs).
2. Implement classroom observation protocols to increase EL program efficacy.

GOAL 2 - ACHIEVEMENT: ENGAGE HIGH ACHIEVING AND JOYFUL LEARNERS

21st Century Core Curriculum and Common Learning Assessments (CLA)

Project Description: Guarantee that all students have access to rigorous and consistent curriculum that meets the new California/National core standards and promotes 21st century learning for all students, as articulated in our vision for student success. Develop the 21st century core curriculum with teachers, school leaders, and students and use it to provide the baseline for differentiated instructional strategies that are informed by Common Learning Assessments (CLA). Insure that teachers and instructional staff at all schools continuously refine their approach to using core curriculum, instructional strategies and resources, and assessment tools through active participation in Equity Centered Professional Learning Communities (ECPLCs).



Sponsor: Richard Carranza,
Project Managers: Dee Dee Desmond and
Ritu Khanna

Annual Goals:

1. Co-construct the key components of the 21st century core curriculum, including scope and sequence, instructional strategies, assessments, and teacher resources for ELA and Mathematics. Begin with schools that are ready to participate in testing the curriculum and providing feedback to modify the tools and materials.
2. Develop a multi-year curriculum and assessment plan for implementing the 21st century core curriculum, instructional strategies, and assessments across all schools.
3. Build a professional learning system, including a web based platform, to support the co-construction of the core curriculum and to give feedback on the assessments and to post and share practice within and across schools.

GOAL 2 - ACHIEVEMENT: ENGAGE HIGH ACHIEVING AND JOYFUL LEARNERS

Early Learning

Project Description: Create a coherent and cohesive continuum of instruction between preschool and elementary school, with a specific focus on preschool through 3rd grade. Incorporate within this framework a strong literacy approach, including alignment of the core curriculum; establish smoother transitions between all grades; engage our parents on a meaningful level; incorporate rigorous, relevant professional development and include summer and afterschool programs.

Sponsor: Richard Carranza
Project Manager: Carla Bryant

Annual Goals:

1. Engage key stakeholders in developing a work plan for the 2010-11 SY, including district, school site, public-private partnership and fundraising activities and objectives.
2. Develop Kindergarten readiness measures and measurement tools for use in 2011-2012.
3. Develop 3-year goals, objectives, strategies, timelines, budget, and evaluation measures for implementing a preK-3 approach.
4. Conduct fiscal audit and implement recommendations to improve operational and financial management of programs and services.
5. Identify, purchase and implement new software to improve tracking, assessment and accountability.



GOAL 2 - ACHIEVEMENT: ENGAGE HIGH ACHIEVING AND JOYFUL LEARNERS

Quality Middle School Pathways and Student Assignment

Project Description: Develop and implement a plan to ensure quality middle school options at all schools, extending language pathways and other academic program options from elementary to middle school that allow for effective implementation of an elementary to middle school student assignment policy. The recommended plan will be based on the academic and social needs of all middle school students and address the growth in middle school population over the next 5 years.

Sponsor: Richard Carranza

Project Managers: Jeannie Pon and Laura Moran

Annual Goals:

1. Bring a recommendation to the SFUSD Board of Education for an elementary to middle school feeder pattern to meet the criteria set forth in Board Policy on Student Assignment.
2. Conduct an inventory of all middle schools to assess the assets and needs for building quality middle schools for and with current and future middle school parents and school staffs, including strong core academics, language pathways, electives, GATE and Special Education options and a safe and positive school climate.
3. Design a communication and engagement plan that creates a clear understanding of the benefits of elementary to middle school/ K-8 feeder

patterns and delivers a set of recommendations that are well supported by schools, families and parent and community organizations impacted by the proposed changes.





GOAL 2 - ACHIEVEMENT: ENGAGE HIGH ACHIEVING AND JOYFUL LEARNERS

College and Career Readiness and A-G

Project Description: This project will help SFUSD achieve its goal of graduating all students college and career ready. It will support the implementation of the new district mandate for all students to meet California state universities' A-G course requirements starting with this year's 9th graders. The project plan will encompass certification of existing courses as well as a gradual expansion and upgrading of rigorous and relevant A-G certified CTE/STEM courses to meet the needs of all students. Support structures and financial implications will be outlined in the plan.

Sponsor: Richard Carranza

Project Managers: Bill Sanderson and Janet Schulze

Annual Goals:

1. Implement A-G Policy and AP and Honors Strategies
 - a. All 9th graders start in A-G schedule across all schools.
 - b. All students who passed Algebra in the 8th grade take geometry in the 9th grade.
 - c. Increased accountability for ensuring that all students are programmed correctly and that AP potential students are enrolled in AP and Honors classes.
 - d. Create a centralized submission process for A-G course catalog to UC.
2. Implement college readiness programs
 - a. AVID at 6 high schools and 7 middle schools (APD)
 - b. Gear-Up (Student Support Services)
 - c. Kindergarten to College, Plan Ahead and SF Promise
3. Promote and support "Bridge to Success" partnership between SFUSD, the Mayor's Office and city agencies and City College. Key deliverables include:
 - a. Increased college knowledge among parents and students
 - b. Ensure students and parents understand the college-going process
 - c. Increase access to City College of San Francisco for SFUSD students
 - d. Implement a collective approach towards guiding students through college enrollment process (versus working in silos)
 - e. Work within selected sectors to align pathways from high school, GED, and/or bridge programs to and through academies at CCSF
 - f. Create a shared framework for how workforce systems and experiences support educational attainment

GOAL 2 - ACHIEVEMENT: ENGAGE HIGH ACHIEVING AND JOYFUL LEARNERS

Restorative Practices/ Positive School Climate

Project Description: Increase the capacity of central office leaders and school teams to apply restorative practices to creating safe and caring school climates where students learn to take responsibility for their actions and adults have multiple strategies to effectively promote positive student behavior.

Sponsor: Kevin Truitt

Project Manager: Claudia Anderson



Annual Goals:

1. Develop multi-year implementation plan in partnership with International Institute of Restorative Practice, Educators for

2. Establish Restorative Practice Leadership teams in all middle schools; provide foundational restorative practices professional development and ongoing implementation coaching for all middle schools.
3. Establish Restorative Practice Leadership teams in two high schools; provide foundational restorative practices professional development and ongoing implementation coaching in those two schools.
4. Provide Restorative Practice foundational overview to all Area Assistant Superintendents and Executive Directors, as well as a team of Student Support Services / Pupil Services administrators, and selected administrators across all levels.
5. Redesign expulsion process using a restorative practices model.
6. Develop a system for tracking positive indicators of restorative practice implementation that can be utilized during the multi-year implementation.

GOAL 3 - ACCOUNTABILITY: KEEP OUR PROMISES TO OUR STUDENTS AND FAMILIES

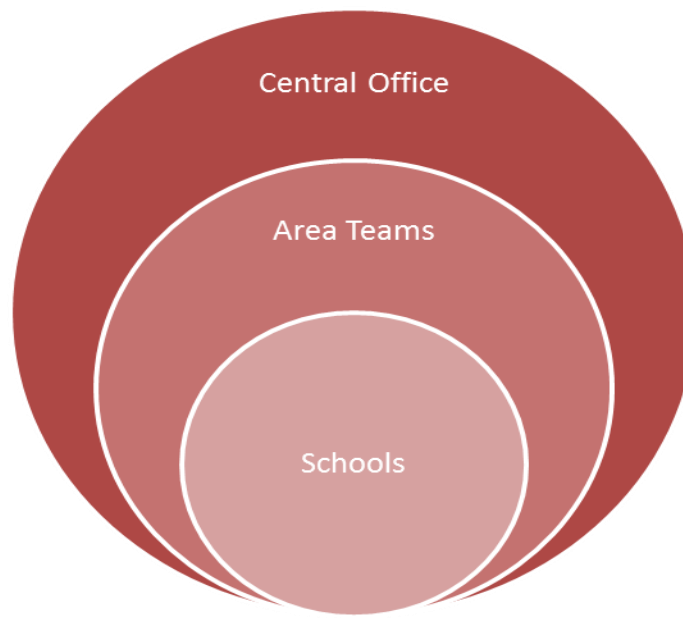
Area Teams

Project Description: Implement a new structure for organizing central office staff into area teams that provides a greater level of differentiated and relevant service and guidance to schools to ensure that the needs and perspectives of the schools and Area Teams inform and guide the strategies of the district.

Sponsor: Richard Carranza
Project Manager: Laura Moran

Annual Goals:

1. Complete a comprehensive assessment of the strengths and needs of the schools through shared protocols and tools to inform and implement instructional improvements this year and to identify recommendations for 2011-2012.
2. Transform communication and coordination between schools and the Area Teams and central services with new protocols, an intranet site and accountability structures.
3. Implement Area Team and school-site PLCs to ensure Cycles of Inquiry for continuous improvement.
4. Develop Area Team-based accountability and management tools (including area BSCs and data dashboards).

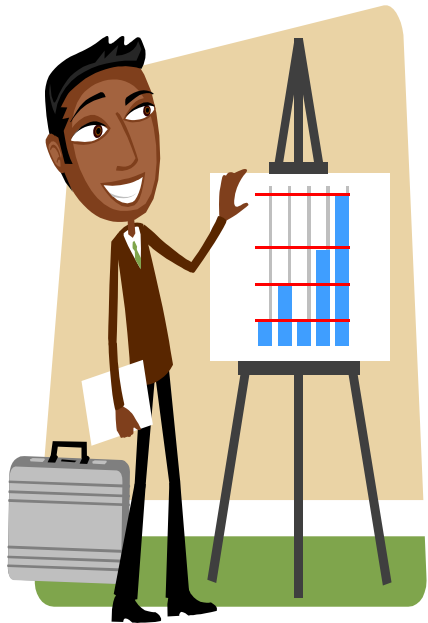


GOAL 3 - ACCOUNTABILITY: KEEP OUR PROMISES TO OUR STUDENTS AND FAMILIES

Central Office Accountability and Performance Management

Project Description: Improve service from the central office to the school sites by developing and/or refining existing processes and tools and implementing these processes and tools to improve productivity at the school sites. These include Balanced Scorecards for central office departments; a Cycle of Inquiry for continuous central office improvement; cross-department projects to address key district challenges; and better communication systems between central office and school sites.

Sponsor: Myong Leigh
Project Managers: Steve Purcell and
Laura Moran



Annual Goals:

1. Improved service levels to Area Teams and schools, and mutual accountability between central office departments.
2. Refined approach to using the BSC and CARE survey tools, including:
 - a. Refining BSC metrics
 - b. Clarifying meaning of CARE questions (to respondents and departments) so that these survey data can address: What? So What? Now What?
 - c. Exploring how to incorporate CARE-type feedback across departments
3. Implement central office Professional Learning Communities (PLCs) to ensure the Cycle of Inquiry for continuous improvement.
4. Develop and implement new communication and coordination platform and protocols to support new empowered role of Area Teams and Area Assistant Superintendents, including replacing Monday Minders.

GOAL 3 - ACCOUNTABILITY: KEEP OUR PROMISES TO OUR STUDENTS AND FAMILIES

Human Capital

Project Description: Implement key initiatives related to recruitment and evaluation and build and implement a more comprehensive human capital strategy in the Superintendent Zone.

Sponsor: Myong Leigh

Project Leader: Roger Buschmann

Project Manager: Nancy Waymack

Annual Goals:

1. Recruit highly qualified/ effective teachers, including effective implementation of the Urban Teacher Residency Program in partnership with the San Francisco Education Foundation.
2. Implement leadership evaluation system and tools that better align leadership goals and professional growth to the BTT 2.0 implementation plan and Balanced Scorecard goals and the new teacher evaluation tool aligned with the California Standards for the Teaching Profession.
3. Implement the strategies and required activities for the federal School Improvement Grant (SIG) and create a broader framework for building the capacity of all staff who work in the Superintendent's Zone.



GOAL 3 - ACCOUNTABILITY: KEEP OUR PROMISES TO OUR STUDENTS AND FAMILIES

Parent Engagement

Project Description: Ensure that parents have the necessary knowledge and skills to be proactive advocates for their children. Provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college (A-G) and career ready. Provide parents with multiple opportunities to be engaged as educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families.

Sponsor: Kevin Truitt

Project Manager: Dinah Consuegra



Annual Goals:

1. Assist schools in deepening a culture of partnership with parents.
 - a. Professional development and support for site administrators
 - b. Professional development and support for teachers and school staff
 - c. Resources and tools for schools to support parent engagement
 - d. Training and curricula to support parent partnership
2. Strengthen community partnerships to facilitate strong family engagement.
 - a. Partner with CBOs for outreach, organizing and leadership development
 - b. Collaborate with community agencies to provide resources to families
3. Expand SFUSD's organizational and accountability structures for family engagement.
 - a. Strengthen the district's central structures for parent engagement
 - b. Strengthen the district's central structures for communication with families
 - c. Incorporate parent engagement and partnership in district accountability and staff evaluations

GOAL 3 - ACCOUNTABILITY: KEEP OUR PROMISES TO OUR STUDENTS AND FAMILIES



Partnerships and Resource Development

Project Description: Attract and coordinate private funds with the philanthropic community and ensure sound relations, processes and logistics to maximize city resources and facilitate ongoing collaboration between all partners in pursuit of a shared vision for SFUSD youth as articulated in the district strategic plan – “Beyond the Talk 2.0”.

Sponsors: Myong Leigh, Richard Carranza
Project Manager: Chris Armentrout

Annual Goals:

1. Create and maintain comprehensive data base to track and monitor all SFUSD related grants and use this tool to increase internal and external communication and coordination with the SF Alliance and SFUSD leadership.
2. To implement the partnership agreement between the San Francisco School Alliance and SFUSD Executive Leadership with a focus on the Strategic Projects and Performance Management initiative.
3. Create strategic funding plan for a P-20 framework that provides San Francisco youth a birth to career bridge to success with strong linkages at each transition point in every young person’s life.



Strategic Projects Summary

Priority Projects	Sponsor/ Project Manger	Degree of Planning/ Project Management	LEA Plan
ACCESS AND EQUITY: Make Social Justice a Reality			
Superintendent's Zone/ SIG /Focusing on Underserved Schools*	Richard Carranza/ Guadalupe Guerrero and Patricia Gray	Intensive Project Plan Support	X
Special Education Redesign*	Richard Carranza/Cecelia Dodge and Kristen Devine	Intensive Project Plan Support	X
EL/ Lau Plan	Richard Carranza/Christina Wong	Implement Current Plan	X
ACHIEVEMENT: Engage High Achieving and Joyful Learners			
Core Curriculum and CLA*	Richard Carranza/Dee Dee Desmond and Ritu Khanna	Intensive Project Plan	X
Restorative Practices	Kevin Truitt/ Claudia Anderson	Project Plan	
Early Learning	Richard Carranza/Carla Bryant	Multi Year Strategic Plan under development	X
Quality Middle School Pathways*	Richard Carranza/ Jeannie Pon	Intensive Project Plan	X
College and Career Readiness (A-G)	Richard Carranza/ Bill Sanderson and Janet Schulze	HS Area & School Balanced Scorecard and Project Plan	
ACCOUNTABILITY: Keep our Promises to our Students & Families			
Parent and Family Engagement /Partnership	Kevin Truitt/ Dinah Consuegra	Revise Parent Engagement Plan	X
Human Capital	Myong Leigh/Nancy Waymack and Roger Buschmann	Human Resources BSC and Supt Zone Plan	X
Area Teams	Richard Carranza/Laura Moran	Area Team BSCs	X
Central Office Accountability and Performance Management	Myong Leigh/ Steve Purcell and Laura Moran	Department BSC	
Partnerships and Resources	Richard Carranza/ Myong Leigh and Chris Armentrout	Project Plan	

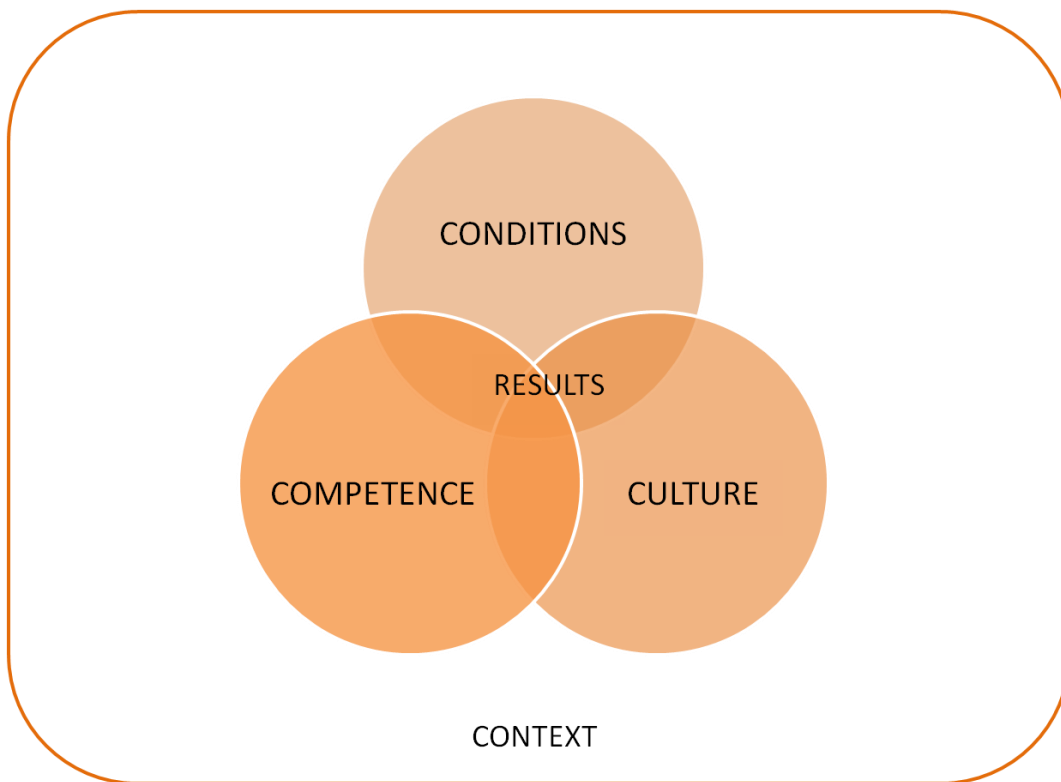
*Projects highlighted in bold represent high focus areas for 2010-11.

CHANGE MANAGEMENT

Change Management is an approach to managing not just the fundamentals, addressed through general project management (like budget, time, tasks, etc.), but also the less predictable aspects of the transition of an organization from the current context to the desired future state.

Goal

To implement the priority projects in a systematic and integrated manner with a commitment to consciously attending to, and in many cases interrupting, the patterns in the organization, that can enhance or impede progress. As a leadership team with a commitment to social justice, we must rigorously manage and monitor the goals set forth here, and in the Balanced Scorecards, while also building the context, conditions, competencies and culture, that when aligned, will accelerate the path to double digit growth for all our students.



**Based on a similar graphic in the book Change Leadership: A Practical Guide to Transforming our Schools by Tony Wagner and Robert Kegan*



STRATEGIES

Context

- Create greater clarity and confidence with external stakeholders and partners about how the district will achieve the vision and values of social justice over the next two years – this includes clarity on the strategic priorities and how they work together to form a clear theory of action and the process for rigorous implementation.
- Manage and message the shift toward an instructional core as an equitable baseline for “informed professional judgment,” not a swing backwards toward “informed prescription.”
- Use the BTT 2.0 Implementation Plan to set more aligned and realistic expectations with external stakeholders and partners about how many “priorities” the district can effectively implement. At the same time, the district will also promote self-organizing networks of stakeholders to take shared responsibility for implementation of key priorities and keep pressure on the district to keep our promises to families and the community.
- Continue to focus, align, and manage existing resources on the strategic priorities of the district amidst drastic state budget cuts.

Competency

- Build the capacity of the Instructional Cabinet and Area Teams to use a set of common frameworks and tools for assessing school quality and using a Cycle of Inquiry to answer the following questions with rigor and depth:
 - What are students learning?
 - How are you measuring what students are learning?
 - How are your schools using this data to improve student success?
 - What are you doing about it?
- Build the skills, and provide the support necessary, for the central office leadership team to be effective sponsors, project managers and change agents so that priority projects are fully implemented with a greater sense of shared responsibility.
- Create comprehensive learning pathways, web-based systems and professional networks for teachers and administrators to achieve mastery in the instructional core.

Conditions

- Restructure time to facilitate successful, focused collaboration among role-alike and cross-functional teams for learning, planning and reflection at all levels of the system.
- Continue the shift toward a motivation system that taps into staff and community commitment to equity and the drive for mastery in making social justice a reality.
- Implement “quick wins” for improving working conditions at schools via feedback from Area Teams and School Leaders while also building longer term plans to fundamentally improve conditions that support teaching and learning.

Culture

- Build an effective communications infrastructure that will promote transparency, allowing for the exchange of clear and valuable information from and to schools and across the central office and district.
- Implement a more timely system for identifying and addressing the perceptions of the school leaders and staff about how BTT 2.0 is being implemented so that course corrections can be made in a timely way to prevent loss of confidence and commitment.
- Reinforce our commitment to using the Balanced Scorecards to create a comprehensive performance management system that will build a more authentic, meaningful service culture at the central office to school sites and community stakeholders.





Collaborative Structure for BTT 2.0 Implementation: Breaking Down Silos

One of the key initiatives of Beyond the Talk 2.0 is to more deeply align the people and services of the central offices to know and support schools through the area team structure. To help clarify the new structure, “team charters” have been developed to clarify and communicate some basic information about each of these teams and how they will work together. All meeting structures will be revised this year to enhance shared responsibility for results across these teams and between central office departments and schools.

Area Teams

Context:

Seven Area Teams have been established to provide a more direct, focused and integrated way to deliver instructional and operational support to schools.

Goals:

- To lead the transformation of the partnership between schools and central office and inform and implement innovation to improve student achievement.
- To better understand what is happening in classrooms in order to mobilize support and resources to schools.
- To break down silos across central office departments through constant collaboration so that schools receive timely and effective support.
- To empower local area communities to make better and faster decisions in support of families and students.
- To share best practices within and across teams.
- To leverage resources of other Area teams and central departments based on the specific needs of their schools.

Area Assistant Superintendents/ Executive Directors/ Professional Learning Community

Context:

The Area Assistant Superintendents and Executive Directors will meet together in a PLC to build the collective voice and capacity of the Area Assistant Superintendents and Executive Directors to lead instructional improvement and innovation.

Goals:

- To build the capacity of the team to:
 - Diagnose and formulate interventions for schools.
 - Assess and evaluate principal performance.
 - Provide professional development and build capacity of the principals.
- To develop a unified voice in communicating the district vision, priorities and expectations and to clarify what is consistent and customized across the areas.
- To develop, review, refine and prioritize the needs of the schools that require systemic solutions from one or more central office departments.



Instructional Cabinet

Context:

The Instructional Cabinet will meet to infuse the implementation of the current strategic projects within BTT 2.0 with the voice of the schools from Area Assistant Superintendents and to create effective interface and support from central office departments to the Area Teams.

Goals:

- To monitor and make key decisions necessary to ensure effective implementation of the district's top priority work projects.
- To promote innovation for the future that is systemic, not program based, and that affects a critical mass.
- To support, monitor and improve the performance of the Area Teams through consistent feedback and dialogue around the interface and coordination of resources and services from the central office departments.
- To build deeper capacity to use a set of common tools and inquiry cycle for strategic planning and implementation that aligns with the improvement/ reform work of the schools.

Policy and Operations Team

Context:

The Policy and Operations Team will dedicate at least half of their meeting time to increase capacity to provide high quality services and to effectively implement Balanced Scorecards that align with the instructional focus of the district and needs of the schools.

Goals:

- To develop an annual progress report of how well all central departments met their BSC goals/ metrics including a narrative of how the work of the central office departments supported overall student achievement.
- To participate in and provide professional development for practices and skills that improve the service culture and communication of the central office.
- To refine Balanced Scorecard goals/ metrics for coming year.
- To clarify and connect the strategic and operational responsibilities of all P & O departments in alignment with the strategies and needs of the schools and district.

Project Management Team(s) and Committee of the Whole

Sponsors and project managers meet monthly to review and connect the work of the priority projects and to build project and change management skills. Each project manager sets and manages ongoing project meetings as required to support implementation of their specific project plan. The Board of Education receives updates and engages in discussion with sponsors and project managers at the Committee of the Whole to ensure progress on the priority projects. The public is also invited to learn more about and provide feedback on the projects at these sessions.