

SEZP 2019-20 School Planning Process

School Planning Process Overview

Introduction

School Planning is the annual process through which schools develop a comprehensive improvement plan for the following school year. A school's principal, TLT, and faculty play essential roles in analyzing the school's progress in order to drive and inform different elements of the school planning process, which is divided into two phases.

Phase I: Launches in Mid-December and includes the development of school priorities, educator working conditions and student and staff calendars. This part of the process is driven jointly by the TLT and principal and is informed by analysis of interim data from the Roadmap for Student Success and feedback from school faculty. The Phase I documents must be approved by the principal and a majority of the TLT.

Phase II: Launches in late February and includes the development of the budget and staffing plan, selection of district services, and the development of a strategic action plans that outline action steps necessary to improve in priority areas. While these components are deeply informed by the priorities set in Phase I of planning, the principal is owner of this portion of the planning process, and there is no required TLT vote. Throughout the spring and until final plans are submitted for SEZP Board approval in June, principals and TLTs continually share the progress and direction of action plans to the entire school community, ensuring that all key stakeholders understand and support improvement efforts.

This overview outlines the main features of how the this year's planning process will work, including: 1) planning documents, 2) timeline, 3) planning support, and 4) decisions and participants.

Planning Documents

Phase I Documents

1. School Priorities: Draft Due Wednesday, February 27th by 5pm

Evidence-based school priorities drive decision-making throughout the school planning process and inform everything from educator working conditions to student and staff calendars to resource allocation. School priorities are outlined in a one or two-page document using a template provided by SEZP and are informed by a holistic set of data sources regarding the school's performance.

2. Educator Working Conditions: Draft Due Wednesday, February 27th by 5pm

All SEZP schools are given flexibility to differentiate their school programs—including school calendar, hours, duties, and professional development—the Educator Working Conditions document enables each school to inform current and prospective teachers of their employment expectations for the following school year and create an academic environment and school culture aligned with the school's priorities. This short document outlines the specific school-level teacher working conditions outlined in the SEA-SEZP collective bargaining agreement.

3. Student & Staff Calendars: Draft Due Wednesday, February 27th by 5pm

Draft student and staff calendars are created in an online Excel tool, and include school start and end times, days off for students, and professional development days. The calendars must reflect agreements made in the Educator Working Conditions. SEZP will use this information to create the individual school calendars posted online and to schedule transportation for each school.

* School Operational Plans are available online: www.springfieldempowerment.org/school-plans

Phase II Documents *Final deadlines will be shared in February*

4. Budget & Staffing Plan: Initial Draft Due Late March; Final Draft Due Early April

Principals are required to produce a balanced budget and staffing plan in an online budget tool. Principals will record salary and non-salary budget items, including SPS and third-party services, and develop a balanced budget for next school year.

5. Strategic Action Plan: Draft Due Early May

The Strategic Action Plan is a short document that outlines the action steps needed to bring the school's priorities to life and should focus primarily on outlining tasks that are required to successfully launch the school year (i.e. tasks from this spring through early fall). It is also a vehicle for principals to distribute leadership to various teams in the school, and make the school's work transparent and inclusive.

Timeline

The timeline for this year's process is as follows. Please note that principals and Teacher Leadership Teams should begin meeting with each other and/or with the faculty to kick off school planning as soon as possible.

Draft Dates	Deliverable/Task
Dec 10	School Planning Phase I Guidance Materials released to schools
Dec 20	School leaders report out to SEZP Board on current year progress
Early Feb	SEZP Roadmap for Student Success Step Back Meetings for school leaders
Feb 27	Phase I Planning Documents Due (e.g., School Priorities, Educator Working, Conditions, & Calendar Tool)
Late Feb	Launch school budgets (late Feb)
Feb 27-Mar 4	SEZP team reviews Phase I Planning Documents
Mar 4	SEZP provides feedback to principals & TLTs on Phase I Planning Documents
Mar 5-11	TLTs and principals revise plans based on feedback from SEZP team and share revisions with faculty
Mar 11	Revisions to Phase I Planning Documents Due (e.g., School Priorities, Educator Working, Conditions, & Calendar Tool)
March	Budget check-ins during Talent & Ops meetings
Mid-March	Phase I Documents posted on SEZP website (stamped pending Board approval)
Late-March	Budget and staffing final drafts due*
Early April	Budget and staffing hard deadline*
Early May	Final Strategic Action Plans are due to SEZP*
June	SEZP reviews and approves school operational plans

* Final deadlines for Phase II Planning Documents (i.e., Budget & Staffing Plan, Strategic Action Plan) will be released in late February with the distribution of Phase II Guidance Materials.

School Planning Support

Principals and TLTs will receive templates and supporting materials in a Google Drive folder

Tina Harbour from the SEZP Team will update you as new templates are made available in Drive, and will support you with any questions about how to access and fill out the forms, due dates, and approvals.

School Planning Operations Support (Educator Working Conditions, School Calendar, Budget & Staffing Plan)

Principals will receive school planning support during bi-weekly check-ins with Tina Harbor and Nicole Christoforo that will allow time to discuss school planning related topics to ensure documents are finalized appropriately and on time.

School Planning Teaching & Learning Support (School Priorities and Strategic Implementation Plan)

Principals should seek support from Colleen Beaudoin and Kelley Gangi regarding school planning components which are more focused on teaching and learning improvement strategies.

January SEZP Roadmap for Student Success Step Back Meetings for Principals

School leaders should prepare for a 1.5 - 2.0-hour meeting with the SEZP Team to review and discuss a mid-year Roadmap summary that will include Section 1 ("On the Right Path" data, including SQR results) and most of Section 2 ("Beacons of Progress" data). The SEZP team is currently designing the protocol for this meeting to ensure that our time is actionable and provides a process that you could potentially replicate with your TLT as school planning for SY 19-20 gets underway in earnest. If you have any ideas as we design the meeting, please feel free to share them with one of our team members. More details will be provided as possible and know that we will do our best to minimize preparation time for the meeting.

Decisions and Participants

According to Article 22 of the CBA, the School Operational Plan¹, *"shall be agreed upon by a majority of the Teacher Leadership Team and also by the building principal after allowing for feedback from the faculty. The goal is to reach important decisions impacting the school by mutual agreement. However, if an agreement cannot be reached at the school level, the SEZP shall make the final decision when approving the final school operational plan or subsequent revisions."*

Additionally, "Each school will implement a process to engage teachers in the development of the school's operational plan. Engagement of teachers must be substantive and allow for opportunities for leadership to both share information and receive feedback from teachers in the building to ensure staff support and buy-in."

With those requirements in mind, we recommend the process below for development and approval of the school operational plan:

1. **Data Review (Dec):** TLT members and the principal review previous year's operational plan along with all student and staff data available to begin identifying needed changes.
2. **Faculty Input (Dec - Jan):** TLT members and the principal are responsible for ensuring the faculty at large has an opportunity to review current year Phase I documents, along with relevant school data, and provide feedback on what's working, what's not, and suggestions for improvement. This process should begin as early as December.
3. **Plan Development (Mid-Jan - Feb):** Principal and TLT members develop the school priorities, educator working conditions, and student and staff calendars based on input from faculty on prior year's operational plan, the results of the school quality reviews, assessment data, survey results, and other key data points.

¹ Does not include Budget & Staffing Plan or Strategic Action Plan

4. **Faculty Feedback (Feb):** TLT members and the principal share the final drafts of the school priorities, educator working conditions, and student and staff calendar with the faculty for review and provide opportunities for faculty to provide meaningful feedback before documents are finalized and submitted
5. **TLT & Principal Agreement (Mid-Feb):** Principal & majority of TLT must agree on all elements of these three documents, or the decision goes to SEZP Board. Ideally, the TLT and principal will approve the documents via mutual consent (i.e., everyone can live with the plan) and then submit to SEZP leadership for review.
6. **SEZP Feedback (Early March):** SEZP leadership will review final draft documents to ensure that all proposed changes are operationally feasible (e.g., can be accommodated by district transportation), are in alignment with the CBA, and are consistent throughout submitted documents. SEZP leadership will then follow up with any flags or clarifying questions.
7. **Plan Revisions (Early - Mid March):** If the SEZP provides feedback after draft documents are finalized that requires a change (e.g., a change in school start time cannot be accommodated by SPS transportation dept.), the Principal and majority of TLT must re-vote and faculty must be updated on the changes and have an opportunity to provide feedback.
8. **SEZP Approval (Mid-March):** SEZP leadership approves the school priorities, educator working conditions, and student and staff calendar and posts them to the SEZP website prior to the transfer window.
9. **SEZP Board Approval (June):** At the end of the school year, the SEZP Board will review school operational plans and make final approval decisions.

For more details on the role of the TLT in the school planning process, please reference the document [*Guidance for SEZP Teacher Leadership Teams*](#), which can be accessed via the SEZP website at www.springfieldempowerment.org/teachers.