

**APPENDIX A1: WORKPLAN FOR INITIATIVE OF: Des Moines Public Schools**

**REQUEST ID#: 20140243**

<b>Component 1: Revising the Position Descriptions</b>			
1a. Redesign the principal supervisor position from compliance-based manager to school principal leadership developer.			
<b>Actions (What will be done to implement the strategy?)</b>	<b>Who is responsible for completion and essential for success?</b>	<b>Start and End Date (Month)</b>	<b>How will you know the results are high quality? Indicators</b>
Action 1 Redesign the job description of the DMPS Office of Schools Director	DMPS-Office of Schools: Chief Schools Officer-Matt, Executive Directors-Tim and Susie  Sub-contractor-SLD- Strategic Leadership Design	August 2014 – February 2015	Revised job description will include research-based components and instructional standards for principal supervisors; including but not limited to those from <a href="#">University of Washington</a> .  Also, as evidenced by a time audit survey of the OOS Directors (principal supervisors) that demonstrates 60% or more of their time is in schools with principals focused on enhancing instructional leadership. (this will be a significant increase from previous years). Example of evidence will include the Directors schedule that shows how their time was spent each day throughout the school year.

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<b>Component 2: Expanding the Capacity of Principal Supervisors</b>			
2a. Ensure that incumbent and new principal supervisors receive the training and support in the domains and elements of the District Leader and School Leaders Evaluation Models in order to carry out the expectations of their redesigned roles as instructional leaders.			
<b>Actions (What will be done to implement the strategy?)</b>	<b>Who is responsible for completion and essential for success?</b>	<b>Start and End Date (Month)</b>	<b>How will you know the results are high quality? Indicators</b>
<p>Action 1 Sub-contractor LSI/Marzano Center will provide training for Office of Schools, principals and school leaders on the <a href="#">Marzano School Leader Evaluation Model</a> and the <a href="#">Marzano District Leader Evaluation Model</a></p> <p><a href="#">Marzano School Leadership Evaluation Model Learning Map</a></p> <p><a href="#">Marzano District Leader Evaluation Model Learning Map</a></p>	<p>Sub-contractor <a href="#">LSI-Learning Sciences/Marzano Center</a></p>	<p>June - July 2014</p>	<p>The <a href="#">research-based training</a> will be provided by sub-contractor <a href="#">LSI-Learning Sciences/Marzano Center</a> nationally recognized experts under the direction of national researcher and author <a href="#">Dr. Robert Marzano</a>.</p> <p><a href="#">Marzano School Leader Evaluation Model</a> training completed by 100% of principals with post assessment indicating that 100% have developed skills to implement the model.</p> <p><a href="#">Marzano District Leader Evaluation Model</a> training completed by 100% of Office of Schools team: Chief Schools Officer, Executive Directors (principal supervisor supervisors), Directors (principal supervisors) indicating that 100% have developed skills to implement the model.</p>
<p>Action 2 Sub-contractor LSI/Marzano Center will provide training for Office of Schools and principals on the Marzano School Leader Evaluation Model <a href="#">Domain 1-a Data-Driven Focus on Student Achievement</a></p>	<p>Sub-contractor <a href="#">LSI-Learning Sciences/Marzano Center</a>,</p>	<p>January 2015</p>	<p>The <a href="#">research-based training</a> will be provided by sub-contractor <a href="#">LSI-Learning Sciences/Marzano Center</a> nationally recognized experts under the direction of national researcher and author <a href="#">Dr. Robert Marzano</a></p> <p>Following training, participants will take a cognitive assessment to verify they have sufficient understanding of Domain 1.</p>

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<b>Component 2: Expanding the Capacity of Principal Supervisors</b>			
2b. Ensure that incumbent and new principal supervisors learn how to support new and experienced principals as instructional leaders by creating a culture of continuous learning through coaching-based conversations.			
<b>Actions (What will be done to implement the strategy?)</b>	<b>Who is responsible for completion and essential for success?</b>	<b>Start and End Date (Month)</b>	<b>How will you know the results are high quality?</b>
Action 1: To be developed in year 2			

<b>Component 3: Ensuring a Continuous Supply of Qualified Leaders to Assume the Principal Supervisor Position in the Future</b>			
<b>Actions (What will be done to implement the strategy?)</b>	<b>Who is responsible for completion and essential for success?</b>	<b>Start and End Date (Month)</b>	<b>How will you know the results are high quality?</b>
Action 1: To be developed in year 2			

<b>Component 4: Reducing the Span of Control</b>			
4a. Decrease the principal to principal supervisor ratio across elementary schools and shift management responsibilities to other administrators.			
<b>Actions (What will be done to implement the strategy?)</b>	<b>Who is responsible for completion and essential for success?</b>	<b>Start and End Date (Month)</b>	<b>How will you know the results are high quality?</b>
Action 1 Add a principal supervisor -transitioned a position from Office of Academics, Mentoring and Induction into Office of Schools Elementary Director (principal supervisor)	Superintendent, Tom Ahart	July 2014	Reduced the span of control for Elementary Directors (principal supervisors) from 19:1 to 14:1 for the 2014-2015 school year.
Action 2 Add a principal supervisor - hire an additional Office of Schools Elementary Director (principal supervisor) <ul style="list-style-type: none"> <li>• Post job description for elementary director/ principal supervisor</li> <li>• Screen and interview</li> <li>• Recommendation to hire</li> <li>• On/boarding/ induction</li> </ul>	DMPS Office of Schools and Human Resources Departments	Oct – July 2015 <ul style="list-style-type: none"> <li>• October</li> <li>• Nov – Dec</li> <li>• Jan</li> <li>• Feb – July</li> </ul>	Span of control for all OOS Directors (principal supervisors) will be 10:1 for the 2015-2016 school year  Increased level of support to schools as evidenced by a 10:1 span of control

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<b>Component 5: Strengthening the Central Office Structures</b>			
5a. Engage in a strategic planning process to develop a vision, clear expectations, and common message for central office support of school leadership and student achievement.			
<b>Actions (What will be done to implement the strategy?)</b>	<b>Who is responsible for completion and essential for success?</b>	<b>Start and End Date (Month)</b>	<b>How will you know the results are high quality?</b>
<p>Action 1 Sub-contractor Strategic Leadership Design conducts a needs analysis (assess change readiness) and follow-up assessment through in-person conversations, interviews and surveys with the DMPS Superintendent, Chief Officers, Executive Directors, Directors and a select group of elementary and secondary principals to determine the current state of the district related to vision, mission, goals, initiatives, and central office organization and operations</p>	<p>Sub-contractor <a href="#">Strategic Leadership Design</a>; Patricia Slaughter, Maureen Sanders, Jan Box</p>	<p>August 2014 and January 2015</p>	<p>Sub-contractor Strategic Leadership Design; specifically <a href="#">Patricia Slaughter is a nationally recognized expert in principal supervisor/central office reorganization.</a></p> <p>DMPS central office staff will be able to articulate the District mission statement and how their work contributes to the District goals that are reported to the School Board.</p>
<p>Action 4 Sub-contractor will facilitate a retreat for the staff in the Office of Schools and the Office of Academics/CIA-Curriculum, Instruction, and Assessment Department to build and strengthen relationships and develop common goals focused on improving instruction and increasing student achievement.</p>	<p>Sub-contractor <a href="#">Strategic Leadership Design</a> DMPS Office of Schools and Office of Academics/CIA Curriculum, Instruction, and Assessment Department</p>	<p>September 29, 2014</p>	<p>More collaboration as evidenced by Office of Academics/CIA-Curriculum, Instruction, and Assessment Department staff being integrated into school visits with Directors (principal supervisors)</p> <p>Posters were created that state the District mission, meeting norms and values.</p> <p>Staff of CIA and OOS requested additional meetings; one held on Friday, November 7 and another one will be held in March 2015.</p>

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<b>Actions (What will be done to implement the strategy?)</b>	<b>Who is responsible for completion and essential for success?</b>	<b>Start and End Date (Month)</b>	<b>How will you know the results are high quality?</b>
<p>Action 5: Conduct two site visits to Denver Public Schools for two teams of central office staff to learn about another district’s central office organization, collaborative structures, support for and supervision of principals, and pipeline development</p> <p>First visit (September 22-24) consisted of Chief of Schools/Project Manager – Matt Smith, Executive Director, Tim Schott; Directors/Principal Supervisors, Kathie Danielson, Barry Jones</p> <p>Second visit (November 19-20) will be comprised of Executive Director, Susie Tallman, Director/Principal Supervisors Corey Harris, Mike Lord, Wayne Knutson</p>	<p>Sub-contractor Strategic Leadership Design</p>	<p>September 2014 &amp; November 2014</p>	<p>Evidence of learning applied to improving organizational structures, collaboration, communication strategies, and increasing support for principals and schools</p>