Blueprint Fidelity Tool - Lobby Level of Installation
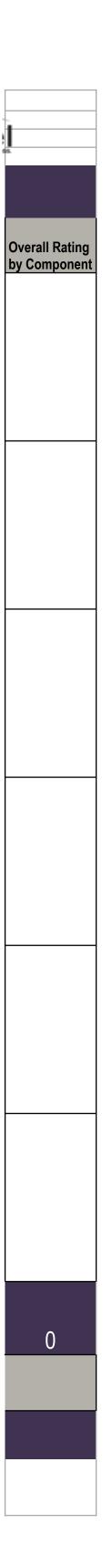
Component	Criteria	Ineffective (1); Somewhat Effective (2); Effective (3)
Carrying the Mechanical Level Forward	The district routinely measures and adjusts the effectiveness of its driver (the District Network) and its driver systems (problem-solving and communications).	
	The district utilizes its talent management system for the recruitment, hiring, and assignment of adult personnel (selecting *Blueprint leaders and teachers*) to continuously increase adult capacity.	
	The district regularly examines and adjusts (when necessary) its profiles and vision documents.	
Performance Management Driver System	The district has a protocol for performance management which includes the use of both the BITT and BPT tools.	
	The district uses the protocols in monthly meetings at both the district and building levels.	
	The district utilizes the Performance Management Driver System to identify specific actions at both the building and district levels to increase the effectiveness of BP installation and to support dramatic increases in student, teacher, and leader performance.	
Leadership Network: Learning-Focused Partnerships	The district has established a roster of partnerships between building and central office administrators.	
	The partnerships meet regularly (at least one hour weekly).	
	The members of the partnerships have established the trust and collegiality needed to recognize and coach for (1) high-quality subject-specific instruction and (2) the appropriate competencies needed to support teaching and learning.	
Instructional Infrastructure: Curriculum & Assessment	The district has identified what curricular documents will look like for all content areas.	
	The district has installed a system for curriculum and assessment. This system includes protocols and process for (1) creation, (2) approval, (3) rollout, and (4) annual modification of the district's curricular documents.	
	The district has established and uses an effective timeline which requires all content areas to undergo the curricular process noted above. Thus, there is a documented timeline for all content areas to utilize the district's curricular process.	
Principals Leverage District Systems	Principals understand how to identify what they need (based on student needs) and how to communicate those needs to their central office colleagues.	
	Principals connect student needs to the appropriate district system(s) needed to support those academic or non-academic needs.	
	Principals understand how to leverage district systems so as to optimize their use at the building level in a way that positively impacts student performance and in a way that effectively meets students' non-academic needs as necessary.	
Building Networks	The Building Network effectively leverages the district's message of urgency for instructional improvement at scale.	
	The building principal effectively leads the installation. Union leadership and key teacher leaders are effectively engaged in the work of the Building Network.	
	The Building Network effectively leads and monitors the work at the building level to ensure the appropriate use of district sytems at the building level to positively impact student, teacher, and leader performance.	

To what degree does the district's installation of the *Blueprint* at this phase of work meet the *Blueprint's* intended level of fidelity?

Degree of Fidelity: TBD

Key by Component	3=8-9; 2=5-7; 1=0-4
Key Overall	Highest Fidelity=16-18; Strong Fidelity=14-15; Developing Fidelity=11-13; No Fidelity=0-10.

Overall Rating by Component
0

Component
Carrying the Mechanical Level Forward
What we might say:
What we might show:
What we might say:

What we might show:

What we might say:

What we might show:

Next Steps:

Criteria
The district routinely measures and adjusts the effectiveness of its driver (the District Network) and solving and communications).
The district utilizes its talent management system for the recruitment, hiring, and assignment of adu *Blueprint leaders and teachers*) to continuously increase adult capacity.
The district regularly examines and adjusts (when necessary) its profiles and vision documents.

How do we know the district routinely measures and adjusts the effectiveness of its dri

Possible Evidence

How do we know the district utilizes its talent management system for the recruitment, continuously increase adult capacity?

Possible Evidence

How do we know the district regularly examines and adjusts (when necessary) its profi

Possible Evidence

What still needs to be done?

Ineffective (1); Somewhat Effective (2); Effective (3)		

d its driver systems (problem-solving and communications

Location

dult personnel (selecting Blueprint leaders and teachers) to

Location

Location		

Who?	By When?

Component
Performance Management Driver System
What we might say:
What we might show:
What we might say:
What we might show:

What we might say:
What we might show:
Next Steps:

Criteria
The district has a protocol for performance management which includes the use of both the BITT a tools.
The district uses the protocols in monthly meetings at both the district and building levels.
The district utilizes the Performance Management Driver System to identify specific actions at both building and district levels to increase the effectiveness of BP installation and to support dramatic i student, teacher, and leader performance.

How do we know the district has a protocol for performance management which includ

Possible Evidence

How do we know the district uses the protocols in monthly meetings at both the district

Possible Evidence

How do we know the district utilizes the Performance Management Driver System to id
the effectiveness of BP installation and to support dramatic increases in student, teach

Possible Evidence

What still needs to be done?

Ineffective (1); Somewhat Effective (2); Effective (3)		

e of both the BITT and BPT tools?

Location		

ing level?

Location		

cific actions at both the building and district levels to increase ader performance?		
Location		
Who?	By When?	

Component
Leadership Network: Learning-Focused Partnerships
What we might say:
What we might show:
What we might say:
What we might show:

What we might say:
What we might show:
Next Steps:

Criteria
The district has established a roster of partnerships between building and central office administrators.
The partnerships meet regularly (at least one hour weekly).
The members of the partnerships have established the trust and collegiality needed to recognize and coach for (1) high-quality subject-specific instruction and (2) the appropriate competencies needed to support teaching and learning.

How do we know the district has established a roster of partnerships between building

Possible Evidence

How do we know the partnerships meet regularly (at least one hour weekly)?

Possible Evidence

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How do we know the members of the partnerships have established the trust and coll
subject-specific instruction and (2) the appropriate competencies needed to support t

Possible Evidence

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What still needs to be done?

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Ineffective (1); Somewhat Effective (2); Effective (3)		

g and central office administrators?

Location

Location

egiality needed to recognize and coach for (1) high-quality eaching and learning?		
Location		
Who?		By When?

Component
Instructional Infrastructure: Curriculum & Assessment
What we might say:
What we might show:
What we might say:
What we might show:

What we might say:
What we might show:
Next Steps:

Criteria
The district has identified what curricular documents will look like for all content areas.
The district has installed a system for curriculum and assessment. This system includes protocols and process for (rollout, and (4) annual modification of the district's curricular documents.
The district has established and uses an effective timeline which requires all content areas to undergo the curricular there is a documented timeline for all content areas to utilize the district's curricular process.

How do we know the district has identified what curricular documents will look like for a

Possible Evidence

How do we know the district has installed a system for curriculum and assessment. Th (4) annual modification of the district's curricular documents?

Possible Evidence

How do we know the district has established and uses an effective timeline which requ
documented timeline for all content areas to utilize the district's curricular process?

Possible Evidence

What still needs to be done?

Ineffective (1); Somewhat Effective (2); Effective (3)		

Location		

ols and process for (1) creation, (2) approval, (3) rollout, and

Location		

undergo the curricular process noted above. Thus, there is a

Location		
Who?	By When?	

Component
Principals Leverage District Systems
What we might say:
What we might show:
What we might say:
What we might show:

show:
What we might say:
What we might show:
Next Steps:

Criteria
Principals understand how to identify what they need (based on student needs) and how to commu[...] central office colleagues.
Principals connect student needs to the appropriate district system(s) needed to support those aca[...]
Principals understand how to leverage district systems so as to optimize their use at the building le[...] impacts student performance and in a way that effectively meets students' non-academic needs as [...]

How do we know Principals understand how to identify what they need (based on stud[...]

Possible Evidence

How do we know Prinicipals connect student needs to the appropriate district system(s[...]

Possible Evidence

How do we know principals understand how to leverage district systems so as to optim
and in a way that effectively meets students' non-academic needs as necessary?

Possible Evidence

What still needs to be done?

Ineffective (1); Somewhat Effective (2); Effective (3)		

nciate those nees to their central office colleagues?

Location

ademic or non-academic needs?

Location

vel in a way that positively impacts student performance		
Location		
Who?	By When?	

Component
Building Networks

What we might say:

What we might show:

What we might say:

What we might show:

What we might say:

What we might show:
Next Steps:

Criteria
The Building Network effectively leverages the district's message of urgency for instructional impro
The building principal effectively leads the installation. Union leadership and key teacher leaders a work of the Building Network.
The Building Network effectively leads and monitors the work at the building level to ensure the app sytems at the building level to positively impact student, teacher, and leader performance.

[How do we know the Building Network effectively leverages the district's message of u](#)

Possible Evidence

[How do we know the building principal effectively leads the installation. Union leaders](#)

Possible Evidence

[How do we know the Building Network effectively leads and monitors the work at the b](#)

Possible Evidence

What still needs to be done?

Ineffective (1); Somewhat Effective (2); Effective (3)		

provement at scale?

Location		

s are effectively engaged in the work of the Building

Location		

appropriate use of district sytems at the building level to

Location		
Who?	**By When?**	