We are excited to share this overview of the multi-year Blueprint Journey. These learning modules and building guides are designed to give leaders a space to learn, reflect, and put their plans into action. The effort school leaders apply throughout this journey will equip them to transform the student experience so that all students feel prepared for their futures and feel a sense of belonging, connection and engagement. This journey will give them the tools they need to use inclusive leadership practices and decision making so that all stakeholders feel empowered as partners in the school community.

THE **blueprint** *JOURNEY*

SETTING THE ANCHORS

YEAR 1

During year one of the Blueprint journey, we focus on setting a shared vision for readiness by engaging students, staff, and families. Articulating a clear and compelling identity that reflects the school community can transform the day-to-day experience for students. It allows them to engage in instruction, programs, and co/extra-curricular opportunities aligned with the skills they need to be ready for life after high school. Developing a strong foundation using this work, will be an anchor for ensuring that all students are being served well.

ALIGNING AND TRANSFORMING LEARNING

YEAR 2

Year two is focused on aligning instruction and learning to the shared vision for readiness developed in Year One. The focus will be on creating a student centered environment that supports each student according to their individual needs. This includes creating universal instructional tools that will be used in the classroom every period, every day to provide a connection for students between what they are learning today with what they will need for their future. Schools will analyze their continuum of supports to make sure they are providing every student with the foundation they need to become future ready.
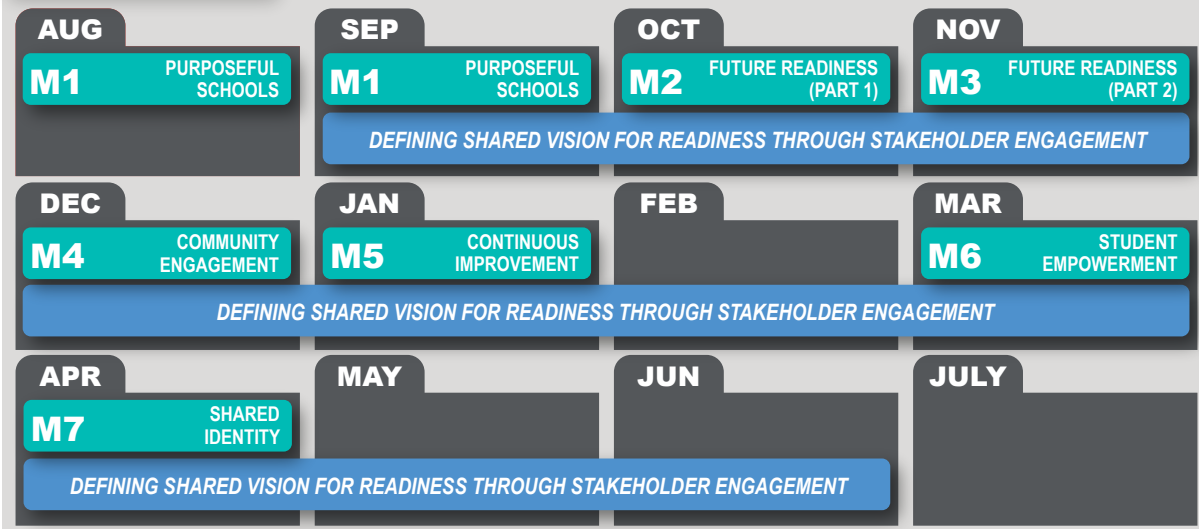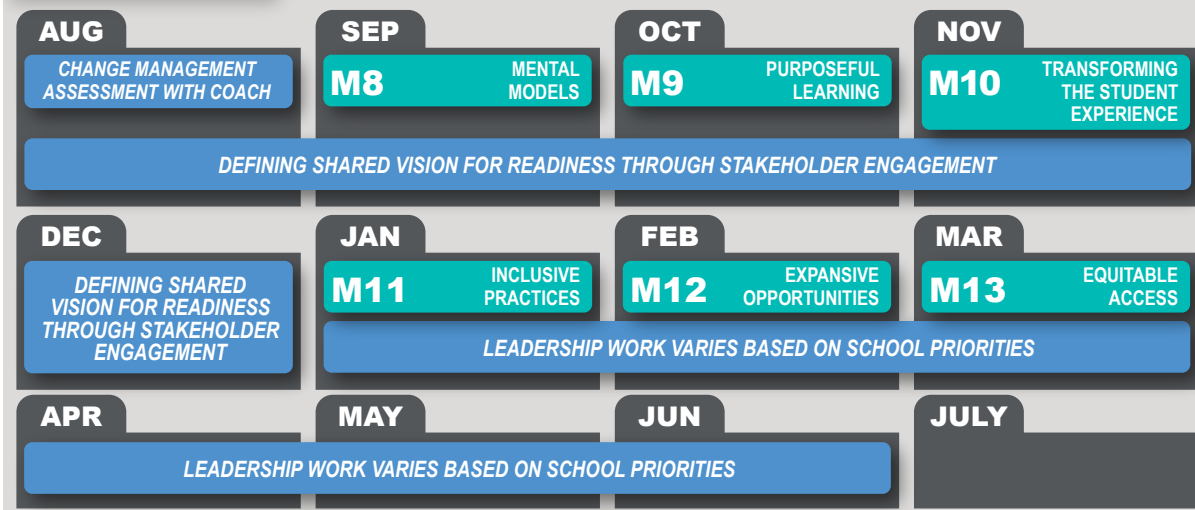
REDESIGNING SYSTEMS AND STRUCTURES

YEAR 3

In year three and beyond, school leaders undertake the task of building coherent structures that will allow a student-centered approach to thrive and sustain even as students and staff rotate in and out of the school community. Leaders will align key processes such as hiring practices with the shared identity developed with their community in Year One. They will also develop structures to ensure that students are known and encouraged to develop healthy relationships with each other and the caring adults working with them.

The following page contains timelines of what this journey typically looks like over three years. We have also included the full Blueprint Journey document with all descriptions for the modules and building guides for your reference. If you have questions, please reach out to your coach or Portico facilitator for more information.
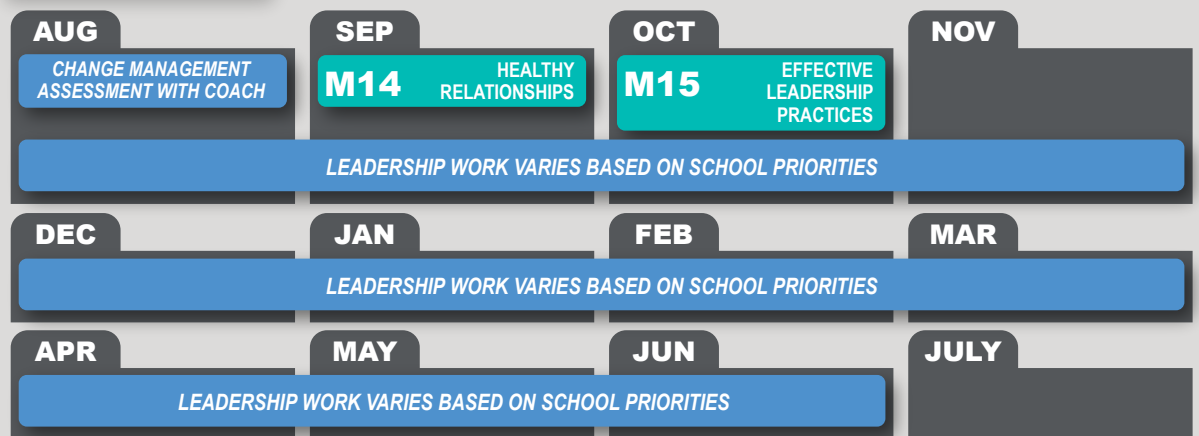
YEAR 1 — SETTING THE ANCHORS

AUG	SEP	OCT	NOV
M1 PURPOSEFUL SCHOOLS	**M1** PURPOSEFUL SCHOOLS	**M2** FUTURE READINESS (PART 1)	**M3** FUTURE READINESS (PART 2)

DEFINING SHARED VISION FOR READINESS THROUGH STAKEHOLDER ENGAGEMENT

DEC	JAN	FEB	MAR
M4 COMMUNITY ENGAGEMENT	**M5** CONTINUOUS IMPROVEMENT		**M6** STUDENT EMPOWERMENT

DEFINING SHARED VISION FOR READINESS THROUGH STAKEHOLDER ENGAGEMENT

APR	MAY	JUN	JULY
M7 SHARED IDENTITY			

DEFINING SHARED VISION FOR READINESS THROUGH STAKEHOLDER ENGAGEMENT

YEAR 2 — ALIGNING AND TRANSFORMING LEARNING

AUG	SEP	OCT	NOV
CHANGE MANAGEMENT ASSESSMENT WITH COACH	**M8** MENTAL MODELS	**M9** PURPOSEFUL LEARNING	**M10** TRANSFORMING THE STUDENT EXPERIENCE

DEFINING SHARED VISION FOR READINESS THROUGH STAKEHOLDER ENGAGEMENT

DEC	JAN	FEB	MAR
DEFINING SHARED VISION FOR READINESS THROUGH STAKEHOLDER ENGAGEMENT	**M11** INCLUSIVE PRACTICES	**M12** EXPANSIVE OPPORTUNITIES	**M13** EQUITABLE ACCESS

LEADERSHIP WORK VARIES BASED ON SCHOOL PRIORITIES

APR	MAY	JUN	JULY

LEADERSHIP WORK VARIES BASED ON SCHOOL PRIORITIES

YEAR 3 — REDESIGNING SYSTEMS AND STRUCTURES

AUG	SEP	OCT	NOV
CHANGE MANAGEMENT ASSESSMENT WITH COACH	**M14** HEALTHY RELATIONSHIPS	**M15** EFFECTIVE LEADERSHIP PRACTICES	

LEADERSHIP WORK VARIES BASED ON SCHOOL PRIORITIES

DEC	JAN	FEB	MAR

LEADERSHIP WORK VARIES BASED ON SCHOOL PRIORITIES

APR	MAY	JUN	JULY

LEADERSHIP WORK VARIES BASED ON SCHOOL PRIORITIES

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blueprint

Table of contents

Introduction

Blueprint is a set of learning modules and building guides that simplify leadership development for school educators. It takes professional development (PD) online, with month-by-month reflections and team activities that are proven to work. This approach incorporates key features of high-quality, multi-tiered systems of support (MTSS), and assists school leaders with developing the necessary infrastructure to support each and every student. Through this journey, leaders engage with a structured sequence of leadership learning modules based on Inflexion's decades of experience working with schools.

Integrated into the sequence of interactive learning modules are a series of organizational capacity building opportunities intended for use with staff, students, families, and community. These "grab and go" activities are aligned with the Inflexion Approach and designed to inform, engage, and involve the entire school community.

WHAT SCHOOL LEADERS WILL LEARN, DISCUSS, AND REFLECT ON

Year 1: Setting the Anchors - Vision for Readiness and Identity

inflexion MODULE 1 PURPOSEFUL SCHOOLS

M1. Purposeful Schools

Estimated Professional Learning Time: 70 minutes
Estimated Organizational Activities Time: 120-150 minutes

Learn about the Inflexion Approach and the three year learning arc with explicit links to the importance of distributed and inclusive leadership, leading for equity, and how a multi-tiered system of support (MTSS) lives within the progression of work.

Year 1 – Setting the Anchors – **Vision for Readiness** and **Identity**
Year 2 – Aligning and Transforming Learning
Year 3 – Redesigning Systems and Structures

inflexion MODULE 2 FUTURE READINESS (PART 1)

M2. Future Readiness (Part 1)

Estimated Professional Learning Time: 45 minutes
Estimated Organizational Activities Time: 30 minutes

Develop a shared understanding of the need for a holistic vision for student readiness. This will include an overview of the Four Keys to College and Career Readiness (Think, Know, Act, Go) – an evidence-based readiness framework that includes academic, behavioral, and social-emotional outcomes. School leaders will assess whether students have the opportunities to gain 21st century skills, and if they are able to articulate how they can use those skills. Activities will help ground the school leadership team in why a holistic vision is important, and set the foundation for developing a vision for readiness for the school.

inflexion MODULE **3** FUTURE READINESS (PART 2)

M3. Future Readiness (Part 2)

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 60-90 minutes

Develop an understanding of *why* 21st century skills, including a broad range of social-emotional skills, are critical for learners who will be in the workforce for the next 50 years. Leaders will learn strategies about how the Four Keys framework (Think, Know, Act, Go) can align instructional programs with the 21st century skills learners need. Activities will allow staff to analyze instructional programs specific to Think, Know, Act, and Go.

inflexion MODULE **4** COMMUNITY ENGAGEMENT

M4. Community Engagement

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 30-60 minutes

Leaders will explore best practices for engaging and gathering feedback from families, students, staff, and other community stakeholders with the expressed intention to develop a shared vision for student readiness. Activities will support leadership teams as they actively engage the school community with specific strategies for ensuring that marginalized students and families have their voices elevated so that every student at the school is known and getting what they need to thrive. This module will set the foundation for developing a shared vision for readiness for the school.

inflexion | **MODULE 5** | **CONTINUOUS IMPROVEMENT**

M5. Continuous Improvement

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45-90 minutes

Focus on effective leadership practices specific to ensuring coherence and supporting continuous improvement by employing intentional, calendared processes, and practices. This will include the use of purpose driven protocols, as well as the use of continuous improvement practices.

inflexion | **MODULE 6** | **STUDENT EMPOWERMENT**

M6. Student Empowerment

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45 minutes

Develop a shared understanding of student empowerment, review research about the importance of student ownership of learning, and highlight key strategies that support student sense of belonging and ownership of learning. Analyze if students feel empowered as leaders at school. Activities in this module will help you discover what currently makes students feel empowered at school, and what obstacles, if any, hinder student empowerment.

inflexion **MODULE** **7** **SHARED IDENTITY**

M7. Shared Identity

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45 minutes

Develop a shared understanding of the school's identity, and explore specific values and beliefs that are necessary to implement a multi-tiered system of support (MTSS) in schools. This will include identifying existing values and beliefs that are central, enduring, and distinctive to the school. Activities include working with the leadership team and staff to build and reinforce a shared identity across the school community.

Year 2: Aligning and Transforming Learning

inflexion | MODULE 8 | MENTAL MODELS

M8. Mental Models

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 30-45 minutes

Develop a shared understanding of the concept of mental models. Leaders will think about existing mental models that are part of the school's identity, and explore specific mental models that are needed to support high quality implementation of MTSS in schools. Activities will support the leadership team to surface and reinforce key mental models that will support efforts to serve all students well.

inflexion | MODULE 9 | PURPOSEFUL LEARNING

M9. Purposeful Learning

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45 - 90 minutes

Develop an understanding of purposeful learning—intentional instructional design aligned with a holistic vision for readiness—and the role purposeful learning plays in establishing a universal (every period, every day) approach that supports each and every student. Leaders will assess how much purposeful learning is happening in their school and begin developing ways to support purposeful learning every period, every day, at the school. Activities will reinforce the importance of universal instructional practices to the leadership team and staff.

inflexion | MODULE **10** | TRANSFORMING STUDENT EXPERIENCE

M10. Transforming the Student Experience

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45-60 minutes

Develop a shared understanding of what it means to transform the student experience (at the instructional level) that includes aligning efforts to a shared vision for readiness that supports student empowerment. Leaders will explore a range of instructional routines and school rituals that support ownership of learning, sense of belonging, and social-emotional skills. Activities raise staff awareness around what a student-centered experience looks and feels like at the classroom level.

inflexion | MODULE **11** | INCLUSIVE PRACTICES

M11. Inclusive Practices

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45 minutes

Develop an understanding of inclusive practices at the classroom level, including Universal Design for Learning (UDL) and its three principles (Engagement; Representation; Action & Expression) that align to and promote student ownership of learning. Learn about the role culturally responsive practices, restorative practices, and leveraging student voice and choice play in supporting inclusive environments. Activities support the leadership team to assess and identify how inclusive practices, supports, and structures, such as co-teaching and teaming, are at the school.

inflexion | **MODULE 12** | **EXPANSIVE OPPORTUNITIES**

M12. Expansive Opportunities

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45 - 90 minutes

Explore the universal (all), strategic (some), and intensive (few) opportunities provided for students, and if they are aligned with the student outcomes identified in the shared vision for readiness during Year 1. Analyze current efforts to ensure a robust multi-tiered continuum of support is in place. Work with the leadership team to reframe thinking about student opportunities and supports as well as how and where students are getting skills in their daily experience.

inflexion | **MODULE 13** | **EQUITABLE ACCESS**

M13. Equitable Access - Continuum of Supports

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45 - 90 minutes

Evaluate current practices around ensuring students get what they need, when and how they need it with the lens of academic, behavioral, and social-emotional development. Take stock of the necessary practices, processes, and structures that ensure equitable access to the continuum of supports. Activities include considering the use and effectiveness of MTSS team time and space, use of universal and progress monitoring measures, and the quality and communication of the continuum of support.

Year 3: Redesigning Systems and Structures

inflexion MODULE **14** HEALTHY RELATIONSHIPS

M14. The Role that Structures Play in Building Healthy Relationships

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 45-90 minutes

Develop an understanding of the types of structures, processes, and practices needed to support healthy relationships (student-to-student, student-to-staff, staff-to-staff, staff-to-families). Learn about and examine examples of the role structure plays in supporting healthy relationships including (a) how to support quality Restorative Practices and/or PBIS implementation; (b) advisory, academic teaming, and house models; and (c) the use of professional learning communities and networked improvement communities to support staff-to-staff relationships. Activities support the leadership team as they assess how past and current structures provide or hinder opportunities for students to be known.

inflexion MODULE **15** EFFECTIVE LEADERSHIP PRACTICES

M15. Effective Leadership Practices

Estimated Professional Learning Time: 60 minutes
Estimated Organizational Activities Time: 15-45 minutes

Focus on effective leadership practices including an overview of effective communication, engagement, and decision-making practices designed to support the elevation and inclusion of stakeholder voices. Analyze current efforts connected to staff recruitment, hiring, onboarding, evaluation, and professional development with the intention to align these efforts with your school's identity and vision for readiness. Activities include the leadership team analyzing what effective leadership roles they use most.

ACTIONS SCHOOL LEADERS WILL TAKE

Throughout the journey, school leaders will take what they are learning and put it into practice. Using a series of **building guides,** leaders can help make sure all the essential elements are in place to create strong and healthy school communities. These layers are needed to build an infrastructure that puts social-emotional and critical thinking skills on par with academic skills, so every student is seen and known.

YEAR 1 and 2

SHARED VISION FOR READINESS

Estimated Time to Complete: 10–15 Months
1. Engage students, staff, and families to gather feedback on what skills they believe students need to be prepared for their futures.
2. Identify shared student outcomes (vision for readiness) using the Think, Know, Act, Go framework and the skills most used in the stakeholder feedback.
3. Introduce and reinforce a shared vision for readiness to the school community through storytelling, rituals, and routines to build awareness and excitement specifically for students and staff.

YEAR 2 and BEYOND

UNIVERSAL INSTRUCTIONAL DESIGN

Estimated Time to Complete: 6–18 Months
1. Develop universal classroom tools aligned with shared vision for readiness.
2. Create routines so staff and students become familiar with universal instructional design, and use the school's shared vision for readiness regularly.
3. Transform the student experience at the classroom level so students are engaging in meaningful ways aligned with a school's shared vision for readiness every period, every day.

CONTINUUM OF SUPPORT

Estimated Time to Complete: 3–9 Months

1. Articulate, analyze, and evaluate a school's continuum of support.
2. Identify and plan to fill gaps within a continuum of support.
3. Develop and use effective decision-making protocols such as empathy interviews to effectively elevate student and family voice in individual student decisions as part of a school's continuum of support.
4. Create or identify a small working group that is representative of key stakeholders (teachers, counselors, specialists, administrators, community liaisons, etc.) to develop, implement, and revise as needed a school's continuum of support.

PURPOSEFUL HIRING, ONBOARDING, AND EVALUATION CONTINUUM

Estimated Time to Complete: 3–18 Months

1. Explore hiring, onboarding, instructional observation, and evaluation practices including explicit links to the key values, beliefs, and mental models aligned with a shared vision for readiness.
2. Develop and refine hiring, onboarding, instructional observation, and evaluation structures to align them with a shared vision for readiness.

Appendix 1: Yearly Calendars

YEAR 1 — SETTING THE ANCHORS

AUG	SEP	OCT	NOV
M1 PURPOSEFUL SCHOOLS	**M1** PURPOSEFUL SCHOOLS	**M2** FUTURE READINESS (PART 1)	**M3** FUTURE READINESS (PART 2)

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LEADERSHIP WORK VARIES BASED ON SCHOOL PRIORITIES

YEAR 3 — REDESIGNING SYSTEMS AND STRUCTURES

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LEADERSHIP WORK VARIES BASED ON SCHOOL PRIORITIES

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