Principals Leverage and Make Use of District Systems

This building routine is concerned with the building leader leveraging the district driver, driver systems, and appropriate district systems in order to support systemic reconfiguration and remove systemic barriers that impede Blueprint installation at the building level.

Principals Know What they Need from Central Office

Evidence of Practice	Rationale
1. The building leader utilizes and reinforces the district's sense of urgency for the work of *Blueprint* installation.	Districts…the central office and local school board…have access to and control over key components of the education system. They have the ability to influence how people interact and work together. They can create urgency, promote professional interaction and risk taking, develop structures and teams that create and reinforce collective responsibility for all students, and reorganize their district. (Brett Lane)
2. The building leader makes use of the district Communications Driver System in order to guide and support improvements in teaching and learning and to clarify the distinct but interconnected roles of both the district and the school in the *Blueprint* installation process.	
3. The building leader effectively responds to the quality of Blueprint Installation on two distinct levels; (1) the extent to which the district driver, driver systems, and systems have been installed at scale to support systemic reconfiguration; (2) the extent to which the building analyzes multiple measures of data in order to determine whether or not the building is on track to meet or exceed its annual performance goals.	"Turning around low-performing schools requires more than commitment and good intentions on the part of superintendents and board of education. It requires a theory of action: new policies, systems, structures, procedures, supports, interventions, and designs; and different ways of doing business. Sustaining these new schools requires the alignment and institutionalization of new systems in a coherent plan" (Stephen Adamowski, 2012).
4. The building leader employs the district's Instructional Infrastructure by implementing and supporting the district vision of high-quality subject-specific instruction to impact student and teacher performance in their school.	

Principals Connect District Systems to Student Needs

Evidence of Practice	Rationale
1. The building leader navigates district systems to create the systems and policies needed to support systemic reconfiguration and removes systemic barriers that impede *Blueprint* installation (within the building).	"One important commonality shared by many of the Broad Prize districts is their understanding that scaling improvement beyond one great teacher or school requires aligning parts of the system around core elements linking directly to teaching and learning" (Zavadsky, 2012, p. 23).
2. The building leader utilizes the district's Talent Management Infrastructure by finding, identifying, and retaining the talent required in realizing dramatic improvement in student, teacher, and leader performance in a short amount of time.	
3. The building leader utilizes the district's Intense Student Support Network by implementing and supporting the district vision of high quality student support to effectively intervene for students who come to school with non-academic needs that create obstacles for high achievement.	
4. The building leader employs the district's Problem-Solving Driver System to facilitate effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development.	

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Principals Optimize use of District Systemic Support

Evidence of Practice	Rationale
1. The building leader engages in the Leadership Network by establishing a partnership with central office administrators to guide and direct with unrelenting focus the work of improving instruction within the organization.	School district central office administrators exercise essential leadership, in partnership with school leaders, to build capacity through public educational systems for teaching and learning improvements. (Honig, 2010)
2. The building leader regularly meets with a central office partner to deepen understandings of all district systems to ensure the systems are being employed at scale.	

MI Excel Statewide Field Team Chandler, Frank, & Mohney, 2015
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