Interrupt, Reimagine, Reconnect

Workshop Outcomes:

• Gain a VISION for what an equitable reentry and recovery plan should include
• Share resources and connect with leaders from around the country
An Equitable and Strategic Response for Reentry and Recovery
The key to successful reentry and recovery is clear:

1. Keep focused with an 80/20 and celebrate.

2. Integrate culture building and social and emotional development, being sensitive to the trauma students, families, and staff have been under since March 2020.

3. Be prepared to innovate and “create what’s next” to respond to unfinished learning with a learning recovery plan, leveraging the data cycle to respond equitably.
Change Management

- High-Performing Team
- Constructive Environment
- Aspirational Environment
- Data-Driven Culture
- Black-Belt Teaching

Transformational Leader
Educational either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

— Richard Shaull, in the forward to *Pedagogy of the Oppressed* by Paolo Freire
ADVANCING EQUITY IN SCHOOLS

FROM REPLICATING INEQUITIES TO ELIMINATING THEM

“To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access”
Framework Objective Systems and Structures + TLBB Skills and Mindsets = Equitable School
The Accelerate Framework provides a roadmap for leaders to create EQUITABLE SCHOOLS where all students find social and emotional well-being and academic success.

Accelerate Framework Objectives are the SYSTEMS AND STRUCTURES that identify and create an equitable school.

Transformational Leadership Building Blocks are the SKILL SETS AND MINDSETS leveraged by leaders to advance equity in their school.
**OBJECTIVES**

**Change Management**: Strategic planning is used to guide change management with an 80/20 focus.

**High-Performing Team**: The team is committed to the vision, strategies, and tactics to accomplish the goals.

**Constructive Environment**: A highly constructive learning environment exists that supports academic productivity.

**Aspirational Environment**: A highly aspirational learning environment exists that honors student experience while inspiring future accomplishments.

**Data-Driven Culture**: Assessment data is used to drive differentiation.

**Black-Belt Teaching**: Teachers effectively plan and implement the curriculum.

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**DRIVERS**

1. The main goal for the school and the plan to accomplish the goal has been clearly articulated.
2. The entire staff is bought into the mission and vision for the school.
3. Progress towards goals is monitored to determine effectiveness of strategies.
4. Course correction occurs as necessary to ensure that the most effective plan and strategies are implemented.
5. Staff time is appropriately focused on the annual goals and the key strategies, while managing urgent matters effectively.

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**EQUITY PERSPECTIVE**

- How do leaders and staff leverage the 80/20 Strategic Plan to interrupt inequities at the school and integrate equity across teaching, learning, and leading?

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**STAFF PERSPECTIVE**

1. Staff expectations and non-negotiables are clear.
2. Staff is bought into the vision of the school and is free of blockers or resistors.
3. A hiring process is conducted with clear alignment to staff expectations and non-negotiables and the school is staffed to meet the needs of the students.
4. Onboarding and development of staff is systematic, fosters buy-in and trust, and results in high levels of teacher retention.
5. Teachers are celebrated for their accomplishments and progress toward school goals.
6. Performance levels are communicated directly and promptly to all staff.
7. Staff is consistently held accountable to job expectations.

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**EXPECTATIONS AND BEHAVIOR MANAGEMENT**

1. Expectations and behavior management systems that support high levels of academic productivity are clear.
2. The entire staff is bought into the behavior management system used to hold students accountable.
3. All classrooms have established an environment that is conducive to learning.
4. Staff members are held accountable to upholding the behavior management system and hold students accountable.
5. The behavior management system works for most students.
6. Interventions are available for students who do not respond to school behavior management system.

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**CURRICULUM**

1. Curriculum includes a vertical scope and sequence aligned to standards and guides teacher planning.
2. Teacher and student schedules maximize student learning and teacher development.
3. Whole group instruction is engaging, rigorous, and aligned to standards.
4. Students receive individualized or small group instruction based on assessment outcomes.
5. Data trends from assessments, observations, and walkthroughs are used to support teacher effectiveness through whole school professional development.
6. Staff receive frequent coaching and valuable feedback on their teaching performance.
Equity Driven Practice – Creating Schools Where...

- There are systems for monitoring progress toward high expectations
- Adults know the expectations and are committed to meeting them
- Adults are valued and developed, but also held accountable
- Student experience and culture is honored, while caring for their needs and personal goals
- Behavioral systems support and positively motivate students
- Staff collect, analyze, and act on data to improve student achievement
- Teachers are coached to provide a high level of instruction
HYPER FOCUS: HOW TO TRANSFORM SCHOOLS
Shifting from Thinking to Knowing

Are staff learning how to teach so students can learn?

Are students learning?

Are school leaders learning why the plan is/is not working?

THE FORCING FUNCTION IS DRIVEN BY LEARNING
A CYCLE OF CONTINUOUS IMPROVEMENT

HYPER FOCUS: HOW TO TRANSFORM SCHOOLS

COMPREHENSIVE SCHOOL ASSESSMENT & DATA REVIEW

DATA MONITORING & COURSE CORRECTION

CREATION OF SCHOOL STRATEGIC PLAN WITH 80/20 FOCUS, GOALS AND ACTION STEPS

Igniting Academic Achievement
Step 1: Complete a School Assessment – SWOT

- Remember there is a difference between policy and practice.

- An honest assessment based on evidence of the consistency of implementation, not best intentions.
# Accelerate Framework Reflection:

Reflect on your school’s current status in each objective.

*Use GREEN marker for a Strength and RED marker for an Opportunity.*

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>Change Management</th>
<th>High-Performing Team</th>
<th>Constructive Environment</th>
<th>Aspirational Environment</th>
<th>Data-Driven Culture</th>
<th>Black-Belt Teaching</th>
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</thead>
<tbody>
<tr>
<td><strong>DRIVERS</strong></td>
<td>Strategic planning is used to guide change management with an 80/20 focus.</td>
<td>The team is committed to the vision, strategies, and tactics to accomplish the goals.</td>
<td>A highly constructive learning environment exists that supports academic productivity.</td>
<td>A highly aspirational learning environment exists that honors student experience while inspiring future accomplishments.</td>
<td>Assessment data is used to drive differentiation.</td>
<td>Teachers effectively plan and implement the curriculum.</td>
</tr>
<tr>
<td><strong>STRATEGIES</strong></td>
<td>The main goal for the school and the plan to accomplish the goal has been clearly articulated.</td>
<td>Staff expectations and non-negotiables are clear.</td>
<td>Expectations and behavior management systems that support high levels of academic productivity are clear.</td>
<td>Vision, values and goals for students are clear and inspiring.</td>
<td>Purpose and expectations of schoolwide data processes are clear.</td>
<td>Curriculum includes a vertical scope and sequence aligned to standards and guides teacher planning.</td>
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<td></td>
<td>The entire staff is bought into the mission and vision for the school.</td>
<td>Staff is bought into the vision of the school and is free of blockers or resistors.</td>
<td>The entire staff is bought into the behavior management system used to holding students accountable.</td>
<td>Students want to come to school because they feel known and cared for.</td>
<td>Staff is bought into using data to differentiate instruction.</td>
<td>Teacher and student schedules maximize student learning and teacher development.</td>
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<td>Progress towards goals is monitored to determine effectiveness of strategies.</td>
<td>A hiring process is conducted with clear alignment to staff expectations and non-negotiables and the school is staffed to meet the needs of the students.</td>
<td>All classrooms have established an environment that is conducive to learning.</td>
<td>Students are recognized for their growth and achievement.</td>
<td>Valid and reliable assessments that match Common Core/College Readiness Standards for all grades and content have been adopted.</td>
<td>Whole group instruction is engaging, rigorous and aligned to standards.</td>
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<td>Compliance with monitoring is necessary to ensure that the most effective plan and strategies are implemented.</td>
<td>On-boarding and development of staff is systematic, focuses buy-in and trust, and results in high levels of teacher retention.</td>
<td>Staff members are held accountable to upholding the behavior management system and hold students accountable.</td>
<td>Social emotional learning curriculum helps students develop self-regulation, positive relationships building and decision making skills.</td>
<td>Ten timely, leader- and teacher-owned processes are conducted to assess, analyze, and act on data at the school-wide and individual student level.</td>
<td>Students receive individualized or small group instruction based on assessment outcomes.</td>
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<td>The timeline is appropriately focused on the annual goals and the key strategies, while addressing urgent matters effectively.</td>
<td>Teachers are celebrated for their accomplishments and progress toward school goals.</td>
<td>The behavior management system works for most students.</td>
<td>Exposure to college, career, and enrichment experiences outside of the school community inspires student investment in learning.</td>
<td>Teachers are held accountable to analyzing and using data.</td>
<td>Data trends from assessments, observations, and walkthroughs are used to support teacher effectiveness through whole school professional development.</td>
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<td>Performance levels are communicated directly and promptly to all staff.</td>
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<td>Interventions are available for students who do not respond to school behavior management system.</td>
<td>Families are valued for their contributions and offered opportunities to engage in the school community.</td>
<td>Staff receive frequent coaching and valuable feedback on their teaching performance.</td>
<td><strong>Accelerate Institute</strong> Igniting Academic Achievement</td>
</tr>
</tbody>
</table>
Step 2: Create an 80/20 Strategic Plan (Semester)

- WHAT MATTERS MOST: Prioritization to 3 Big Rocks
- The HOW: Metrics, Milestones, and Action Steps (who is on the hook for what) create a living document
### Step 3: Progress Monitor and Course Correct

- Metrics from the plan are tracked and addressed on a monthly basis: Did we win the month?

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<tr>
<td>Metric 1.1</td>
<td>- 100% of teachers will complete unit assessment aligned to standards before each unit begins and utilize the planning checklist and submission tracker.</td>
<td>100%</td>
<td>55</td>
<td>50</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
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<tr>
<td>Metric 1.2</td>
<td>- 100% of teachers will produce lesson plans aligned to the instructional atlas and unit assessments as measured by planning checklist and submission tracker.</td>
<td>100%</td>
<td>71.5</td>
<td>75</td>
<td>65</td>
<td>83</td>
<td>65</td>
<td>67</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Metric 1.3</td>
<td>- 100% of teachers will implement whole group instructional strategies as measured by instructional walkthrough.</td>
<td>100%</td>
<td>70</td>
<td>65</td>
<td>65</td>
<td>70</td>
<td>70</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Metric 1.4</td>
<td>- 100% of teachers will agree/strongly agree that 'Leadership provide support that improves teacher practice' and 'Whole Group Instruction is engaging, rigorous, and aligned'</td>
<td>100%</td>
<td>70</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>80</td>
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</table>
Reflection: How well are the tenants of HYPER FOCUS working in your school(s)?

- What is your strategic planning process going to be with your school team?
- What are your big milestones from assessment, plan creation, onboarding, implementing, to assessing?

**THE CYCLE WORKS AS FOLLOWS:**

1. **School Assessment and Data Review**
   - The Accelerate Framework is used to conduct a rubric-based comprehensive school assessment, identifying the school’s strengths, areas of growth, and opportunities.
   - Student- and teacher-level data are analyzed.

2. **Creation of Semester-long Strategic Plan**
   - “BIG ROCK” priorities are selected using the 80/20 rule, which include a set of key results, milestones, and action steps to measure progress.
   - A target is set for the monthly primary metric (the “FORCING FUNCTION”).

3. **Implementation of Strategic Plan**, with monitoring and course correction based on the data.

4. **School Assessment and Data Review**, with a root cause examination for any priorities not met.
An Equitable and Strategic Response for Reentry and Recovery
The key to successful reentry and recovery is clear:

1. Keep focused with an 80/20 and celebrate.
2. Integrate culture building and social and emotional development, being sensitive to the trauma students, families, and staff have been under since March 2020.
3. Be prepared to innovate and “create what’s next” to respond to unfinished learning with a learning recovery plan, leveraging the data cycle to respond equitably.
1. Keep focused with an 80/20 and celebrate.

- Determine your 80/20 and communicate these priorities to all stakeholders.
- Find the bright spots.
- Have a hyper-focused strategic plan for the year.
- Be prepared to be nimble.
2. Integrate culture building and social and emotional development, being sensitive to the trauma students, families, and staff have been under since March 2020.

- Have a plan to respond to the trauma your community has experienced and may continue to experience.
- Be intentional about relationship building.
- Set aside time to reestablish routines and procedures for students.
3. Be prepared to innovate and “create what’s next” to respond to unfinished learning with a learning recovery plan, leveraging the data cycle to respond equitably.

- Create a plan for Data-Driven Culture
- Create a plan for Black-Belt Teaching
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Accelarate Framework
Advancing Equity Report
Schools That Can and Robert F. Kennedy Human Rights: Education Equity and the Pandemic Panel Discussion
Integrate culture building and social and emotional development, being sensitive to the trauma students, families, and staff have been under since March 2020.
The BELE Framework for Equitable Learning Environments
Parent-Lead Solutions – Education Recovery
Helping Children Cope With Changes Resulting from COVID-19
Culturally Competent Crisis Response
Healing Centered Framework for Chicago Public Schools
Be prepared to innovate and “create what’s next” to respond to unfinished learning with a learning recovery plan, leveraging the data cycle to respond equitably.
Don’t Rush to ‘Diagnose’ Learning Loss with a Formal Test. Do this Instead
ANET Instructional Recovery Plan
Fill the pothole, don’t repave the road: Ensuring your literacy data isn’t a roadblock to student progress
Illuminate Leveraging Data for Equity Infographic
CGCS Addressing Unfinished Learning
Harvard EdCast: Student Testing, Accountability, and COVID
One Year into the Pandemic, Far Fewer Young Students are on Target to Learn How to Read, Tests Show
The Leader is the Catalyst for Change

The Accelerate Framework provides a roadmap for leaders to create EQUITABLE SCHOOLS where all students find social and emotional well-being and academic success.

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WE INTERRUPT THIS PROGRAM

TIME TO #RECONNECT

Igniting Academic Achievement
Sharing Protocol: Give One, Get One

Discuss each section of the Reentry blog: 8 min per section

- Guiding Questions:
  - How are you thinking about integrating these elements into your priorities for the year?
  - What are you grappling with?
  - Prepare whole group share out: add ideas for each section to the Jamboard
Jamboard Links

- **Keep Focused with an 80/20**
- **Culture Building and Trauma Response**
- **Academic Recovery**
Whole Group Share

- Share ideas on the Jamboard, questions, ah-ha’s, resources.
Keep growing your learning with these other Accelerate Institute programs

**Leadership Academy**
5-day leadership development program for school leaders at all levels (August 2-6, 2021)

Learn more here
https://accelerateinstitute.org/programs/leadership-academy

**Chicago Ignite**
1-year school and leadership support program for Chicago schools

Apply here
https://www.tfaforms.com/4897953