



## Part I: Cover Page – Organization Information

| Organization Information   |  |   |
|--|--|---|
| <b>Organization Name:</b>  | Generation Schools Network                     | <input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission |
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| Organization Category (select all that apply)  |  |   |
| <input type="checkbox"/> Charter Network, Charter Management Organization or Charter School<br><input checked="" type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner<br><input type="checkbox"/> Stakeholder Engagement Specialist |  |   |
| Preferred Geographical Region(s) in Colorado to Work In (select all that apply)  |  |   |
| <input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope  |  |   |

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

| District name                              | City             | County name |
|--|------------------|-------------|
| ANY SCHOOL DISTRICT or BOCES               | ALL              | ALL         |
| Academy 20 School District                 | Colorado Springs | El Paso     |
| Adams 12 Five Star Schools School District | Thornton         | Adams       |
| Adams County 14 School District            | Commerce City    | Adams       |
| Adams-Arapahoe 28j School District         | Aurora           | Arapahoe    |
| Agate 300 School District                  | Agate            | Elbert      |
| Aguilar Reorganized 6 School District      | Aguilar          | Las Animas  |
| Akron R-1 School District                  | Akron            | Washington  |
| Alamosa Re-11j School District             | Alamosa          | Alamosa     |
| Archuleta County 50 Jt School District     | Pagosa Springs   | Archuleta   |
| Arickaree R-2 School District              | Anton            | Washington  |
| Arriba-Flagler C-20 School District        | Flagler          | Kit Carson  |
| Aspen 1 School District                    | Aspen            | Pitkin      |
| Ault-Highland Re-9 School District         | Eaton            | Weld        |
| Bayfield 10 Jt-R School District           | Bayfield         | La Plata    |
| Bennett 29j School District                | Bennett          | Adams       |
| Bethune R-5 School District                | Bethune          | Kit Carson  |
| Big Sandy 100j School District             | Simla            | El Paso     |
| Boulder Valley Re 2 School District        | Boulder          | Boulder     |
| Branson Reorganized 82 School District     | Branson          | Las Animas  |
| Briggsdale Re-10 School District           | Briggsdale       | Weld        |
| Brush Re-2(J) School District              | Brush            | Morgan      |

## II. Narrative Responses

*a. Provide an update on your organization's work and progress since the original RFI submission in 2018.*

In 2018, Generation Schools Network (GSN), a national, Denver-based non-profit founded with the help of an Echoing Green Prize updated its mission statement. GSN's new mission statement: *to co-create healthy school ecosystems by partnering with educators, students, families and communities to elevate the education experience* better reflects its work to support systemic innovation in K-12 schools and districts who seek evidence-based, innovative strategies to improve their school ecosystem's ability to meet the needs of the whole student. GSN's theory of change recognizes that mindsets, structures, practices and policies must all change to sustain change in how schools utilize time, talent and resources in ways that dramatically impact student success, teacher effectiveness and post-secondary readiness.

During the past year, GSN partnered with 68 school districts and 197 schools to impact over 78,202 students and 5,314 teachers. GSN works with schools to implement innovative instructional practices, Social-Emotional Learning (SEL), and robust college & career readiness (CCR) programming. The majority of these schools serve marginalized and at-risk populations and communities. GSN is governance agnostic and works with traditional public, innovation, alternative and charter schools as well as alternative, private and contract schools.

GSN's [Turnaround Leadership Program](http://www.battelleforkids.org/) was developed in partnership with Battelle for Kids (<http://www.battelleforkids.org/>) and Colorado State University's - Global Campus (<https://csuglobal.edu/>). This 2.3-year program serves to identify, prioritize, and address the most significant pain points in struggling schools contributing to lack of school performance. Through the program, school- or district-based teams (3-6 leaders per team including the principal as well as the superintendent in small districts) engage in a journey to grow their individual and collective leadership skills and drive productive change.

The format provides a ready-made opportunity for district-based personnel who are supporting program turnaround to come alongside the assigned school-based teams in a guided process driven by experienced turnaround coaches. Program participants receive a powerful combination of supports to help their schools identify challenges, set goals, monitor progress, and drive results in closing achievement, opportunity and aspiration gaps for students. In the program, members of the School Leadership Team participate in the following courses aligned to WestEd's Four Domains for Rapid School Turnaround and the Colorado Principal Standards:

- Strategic Turnaround Leadership
- Instructional Turnaround Leadership
- School Culture and Equity
- Managerial Turnaround Leadership

Upon successful completion of the program, the leaders have not only done the work to turn their school around and place it on a positive trajectory but will have also built their own

capacity and earned a Graduate Certificate in Turnaround Leadership, credits toward a master's degree and 4 courses completed that matriculate into the CSU-Global principal licensure program. Participating leaders receive virtual and on-site coaching monthly allowing the coach to help monitor and support progress at the school. Leaders also participate in summer retreat experiences with their colleagues to assess progress, build skills and calibrate plans for the upcoming school year.

In Summer 2019, GSN launched its fourth cohort of Turnaround Leadership, having served (cohorts 1, 2) or currently serving (cohorts 3, 4) the following districts:

Co-hort 1: Schools from Aguilar, Huerfano & Ignacio School Districts

Co-hort 2: Schools from Bennett & Monte Vista School Districts

Co-hort 3: Schools from Falcon 49 & East Otero School Districts

Co-hort 4: Hayden, Denver Public Schools & Trinidad School Districts

The work has seen schools move out of “Turnaround” and “Priority Improvement” to “Performance” and has helped the state to develop a leadership pipeline as 29 participants across the 4 cohorts have earned or are expected to earn graduate certificates in Turnaround Leadership, and 5 participants have matriculated into the principal licensure program at CSU-Global.

Participants in the last cohort of schools and districts indicated through survey data that:

- 67% saw improvement in social/emotional learning support
- 75% saw a positive impact on collaborative culture
- 83% saw improvement in quality of professional development
- 92% saw improvement in instructional practice
- 100% of schools saw CMAS results improve.

GSN will further expand its work with schools to include indicators of effective practice developed by the Center for School Turnaround, which may be the clearest and most appropriate metrics to use for the additional evaluation of capacity to drive improvement, the appropriateness of the plan, staff and leadership capacity to drive sustained improvement and fidelity to current implementation plan.

Through these efforts, GSN continues to demonstrate the application of research that a whole-student approach is critical for high school completion, decreasing drop-out rates, increasing test scores, and expanding opportunities for students beyond graduation.

*b. Describe any **new** work you have done or are doing in Colorado schools and districts since the original RFI submission in 2018.*

In the past year, GSN has supported four more school and/or district Diagnostic Reviews and Improvement Planning grants, added a fourth TLP cohort of three districts including its first Charter in Omar D. Blair, which is part of Denver Public Schools. GSN has provided implementation support for two districts through the District Led grant opportunity (Otis School

District & Bennett School District) and supported a Jefferson County school through the Connect for Success grant (Early College of Arvada).

Additionally, GSN has continued to facilitate work through the now 62 district (and growing) Colorado Rural Education Collaborative (CREC). Significant work has taken place through the CREC's research practice partnership focused on Student-Centered Accountability which has grown to encompass nearly 20 districts with supporting legislation passed during the last Colorado congressional session. During the 2018-2019 school year, the work also included supporting implementation of Social/Emotional Learning through a 14 district pilot with results currently being evaluated by the University of Northern Colorado and the development and implementation of an updated principal induction for South Central BOCES.

**Management Partner Category Submissions:**

a. Identify which of the following roles your organization can serve (list all that apply):

☒ Full management: Whole system (school or district)

☒ Partial management: Instructional transformation

☒ Partial management: Talent development

☒ Partial management: Culture shift

☒ Partial management: Turnaround leadership

Other:

b. Is your organization's primary interest and area of expertise in school-level management, district-level management, or both? School level management in larger districts and small district management.

c. How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

- 1) Listen: GSN makes listening the priority of every engagement. While our staff team is highly experienced, what is most important when supporting district/school turnaround is having the buy-in of the local leadership, staff and community. This requires listening and understanding the needs (confirmed by data), values and priorities prior to populating a plan.
- 2) Customize Programming: GSN's focus is on working with underserved schools and student populations, so services are evidence-based and designed to meet the needs of schools, teachers, students and leadership in settings with multiple challenges. GSN's approach of coming alongside leadership, assessing strengths and challenges and co-creating an action plan in response with needed supports aligns with our theory of change: mindsets→structures→practice→policy. This theory of change can be utilized in any school or district setting (not always linear, but all critical elements). In this case, the policy related to turnaround support may come first driving the other elements. An example of this would be in our social/emotional learning program where SEL curricular content and program implementation and supports have been aligned to CASEL, Origins and Turnaround for Children's Building Blocks for Learning, to create an evidence-based system of school development that offers scaffolding, but where schools can determine the most pressing needs and align/adjust SEL supports accordingly. For instance, while the sequence normally begins with Starting Strong (executive functioning skills), for a school dealing with a recent trauma, they may choose to start instead with the unit on Coping with Crisis.

- 3) Pair the Right Staff: GSN's senior staff have dozens of years of experience as successful school leaders and have functioned across the multiple positions available in schools and districts, so have deep understanding at the classroom, school and district level of how to ensure students have their needs met and execute change through building trust with the leadership team, teachers and community. This allows GSN to match staff with schools they can serve well based on need, context and geography. As an example, Kirk Banghart served as a teacher/ coach, then an assistant principal, principal, assistant superintendent and superintendent. As principal, he was responsible for his schools receiving two "National Title I School of Distinction" awards. GSN also has on its team highly experienced staff to support special populations in Donna Trujillo and Shirley Smith among others.
- d. When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) to make your school successful?
- Conditions of an agreement often vary based on specific circumstances including teacher contracts, time on the clock, previous turnaround partners, current partners, school leadership, district turnaround protocols, etc. GSN appreciates having diagnostic review information, teacher contract information, knowledge of contracts for other employees and services, an understanding of the district and state's ability to invest in turnaround and the needs of the community to develop a contract that will allow for turnaround to take place. The Pathways Planning Grant which allows for the school or district to plan with the partner(s) can significantly aid this process as was the case with Aguilar and Huerfano, two districts where GSN served as the Management Partner. Key to contract allowances are those that make the turnaround process actionable and sustainable including:
1. having the right leadership
  2. being allowed enough time to execute the turnaround process
  3. the ability to build staff capacity around evidence-based instructional practices and
  4. the financial resources to support the school/district and partner to do the transformation work at the needed dosage.
- e. Describe your experience working with other third-party providers to support coherent school and district improvement.
- GSN does a significant portion of its work with partners and often plays a valuable role in connecting schools and districts with partners and resources to meet pressing needs. As an example of this, the Turnaround Leadership Program provided by GSN is offered through a partnership that includes Colorado State University – Global Campus, Battelle for Kids and Generation Schools Network with each partner doing what they do best and offering what a single partner could not. The Student-Centered Accountability Program which functions as a work group of the Colorado Rural Education Collaborative (CREC), is another example. GSN facilitates the CREC which functions as a group of 62 districts self-selected into network improvement communities focused on meeting needs for school improvement identified by rural leaders. The partners that support the S-CAP districts include GSN, Battelle for Kids and University of Colorado-Denver. In the college/career readiness space, GSN works alongside a variety of partners as well: Bridges to Careers, Ogallala Commons, local Chambers of Commerce, the BOCES and Battelle for Kids in helping the 6 districts in the Santa Fe Trail BOCES stand-up a college/career readiness pathway that embeds aspects of school improvement.

f. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

GSN staff are requested presenters at the AEC Conference held by New America Schools each year. The CEO, Chief of Field Services and COO as well as the Director of Grants & Partnerships all started their education careers in the Street School Network which is an alternative network of schools across the country which expanded to 50+ schools as part of the Bill & Melinda Gates Foundation's Alternative High School Initiative. Additionally, staff have worked with alternative schools across the state including Vista Charter, New America Schools, Summit Education Group (Las Amanas School District) and Grand Mesa Choice Academy among others.

g. Describe your experience, if any, working with online schools.

GSN staff have experience working with schools that operate using a blended format including West Generation Academy (turnaround school started by GSN and then turned over to DPS for on-going management), Summit Education Group and Weld Re-3 related to their highest risk students.

**III. Capacity:** *Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.*

Yes, GSN has the capacity to serve five more districts in its TLP Program, assist 2-3 additional schools or districts with Pathways Planning and serve as a management/implementation partner for 1-2 districts.

#### **IV. Evidence of Track Record of Improved Student and School Outcomes:**

*a. Provide concrete evidence from your **three most recent engagements** with schools and districts (Colorado schools and districts are preferred, if available). Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.*

##### **Aguilar RE-6 School District -**

To date, GSN has supported the following interventions in Aguilar School District:

- Expelled & At-risk Student Services Grant via SC BOCES (2015-2019)
- Diagnostic Review/Unified Improvement Planning (2016-2017)
- Turnaround Leadership Program (2016-2018)
- Pathways Planning Grant (2017)
- Pathways Implementation Grant (2017-2018, 2018-2019, 2019-2020)
- Connect for Success Grant (2017 – 2020)
- 21<sup>st</sup> Century Grants (7/1/2018 – 6/30/2021)
- CREC SEL Expansion Grant (2018-2020)
- Principal Induction Program with South Central BOCES (2018-2019)



As part of the Pathways implementation, GSN supported the district in determining the following improvement strategies and has helped to facilitate implementation:

1. **Improvement Strategy #1:** Develop and implement a unified and standards-aligned curriculum that includes common tools, resources and strategies to support all learners.
2. **Improvement Strategy #2:** Implement a Data-Driven Instructional model that allows all teachers in grades K-12 to use Formative Instructional Practices to collect benchmark and formative assessment data to improve both instruction and student performance.
3. **Improvement Strategy #3:** Create a positive culture of performance through the implementation of a prevention-based Multi-tiered Systems of Support (MTSS) framework for team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering. This includes the development of a layered continuum of evidence-based practices based on the 5 essential components: Team driven shared leadership; data-based problem solving for decision making; family, school and community partnerships; layered continuum of supports; and evidence-based practices.

To date, Aguilar School District has seen dramatic improvements with DIBELS: Winter 2018-19 met 71% Benchmark K-3. Additionally, although the multi-year 2017-18 District Performance Framework earned 41.3/100 points with a Priority Improvement Rating, reviewing the one-year reports show the true growth.

- 2015: 25/100 “Turnaround”
- 2016: 37.3/100 “Priority Improvement”
- 2017: 52.5/100 “Improvement”
- 2018: 64.4/100 “Performance”
- 2019: not yet available

### **Bennett 29J School District -**

GSN’s work at Bennett began in October of 2015 with the Diagnostic Review at Bennett Elementary School (BES). The diagnostic review process assisted in creating an environment geared toward continuous improvement. BES was able to use the findings from their Diagnostic Review report to create and prioritize action steps to improve their work in the two strands identified in the state framework as critical for improvement: Teaching for Learning and Organizing for Results. In February of 2016, GSN began providing coaching support after helping the district to secure the Connect for Success Grant. The work included the continued review/redesign of work around the use of Time, Talent, and Resources, support for consistent high-quality delivery of academic content, data cycles, support for implementation of their Unified Improvement Plan and improvements in school culture. As a result, BES moved from “Priority Improvement” to “Performance” in 2016 and has been at a performance level the last two years:

- 2015: 31.3/100 “Priority Improvement”

- 2016: 49.3/100 “Improvement”
- 2017: 54.6/100 “Improvement”
- 2018: 59.6/100 “Performance”
- 2019: not yet available

GSN continues its work with Bennett Elementary through a district-led grant focused on improving services to students with individualized education plans while the high school has become a part of the Turnaround Leadership Program.

### **Huerfano RE-1 School District -**

To date, GSN has supported the following interventions in Huerfano School District:

- Diagnostic Review/Unified Improvement Planning (2015-2016)
- Turnaround Leadership Program (2016-2018)
- Pathways Planning Grant (2017)
- Pathways Implementation Grant (2017-2018, 2018-2019, 2019-2020)
- CREC SEL Expansion Grant (2018-2020)

As part of the Pathways implementation, GSN has supported the district in determining the following improvement strategies and has helped to facilitate implementation:

1. **Improvement Strategy #1:** Recruit and retain quality teachers, develop strong mentors and staff leadership through mentoring and induction programs and provide targeted, differentiated professional development opportunities.
2. **Improvement Strategy #2:** Implement high quality, research-based curriculum with fidelity, provide dedicated, structured literacy instruction time within the schedule, ensure teachers utilize standardized lesson planning that target identified State standards, provide feedback and instructional coaching for all staff, and analyze data to inform instructional decision-making for students through the use of consistent data-driven protocols and meeting times.
3. **Improvement Strategy #3:** Restructure professional development calendar to allow embedded, on-going professional development on high-needs topic areas for core instruction including CKLA, Engage NY, Bullying and Classroom Management, Formative Instructional Practices, and Data Driven Instruction.
4. **Improvement Strategy #4:** Improve overall school culture for families, staff and community by utilizing clear, positive messaging, increasing parent engagement opportunities focused on relevant topics and involve staff in developing operational principles and working agreements for shared decision-making.

During four years of GSN’s continued support, Huerfano has moved from “Priority Improvement” to “Improvement”, maintaining the improvement rating for the past three years:

- 2015: 42.4/100 “Priority Improvement”
- 2016: 40.7/100 “Improvement”
- 2017: 53.4/100 “Improvement”



- 2018: 52.7/100 “Improvement”
- 2019: not yet available

Additionally, between the 2016-2017/2017-2018 school years, no administrators left, and only one was added, improving admin turnover and stability.

*b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?*

The GSN TLP program elements fall under the Tier 1 Evidence-Based Intervention Tier. GSN utilizes its experience in turnaround and the Center on School Turnaround’s (WestEd) *Four Domains for Rapid School Improvement* to evaluate the progress of the school. The four domains which align to the coursework above are:

1. Domain 1: Turnaround Leadership
2. Domain 2: Talent Development
3. Domain 3: Instructional Transformation
4. Domain 4: Culture Shift

Further, the Center on School Turnaround (CST) includes indicators of effective practice, which may be the clearest and most appropriate metrics to use for the additional evaluation of capacity to drive improvement, the appropriateness of the plan, staff and leadership capacity to drive sustained improvement and fidelity to current implementation plan. The metrics support determination of the level of effective practice currently taking place based on the four domains against desired practice to determine progress in each of the *Four Domains*. Indicators in each of the domains serve as the objectives against which to consider prevailing practice (Corbett & Redding, 2017) to help assess turnaround capacity. Results from this mapping work help leaders decide, for example, where to focus initial versus subsequent efforts or whether to focus more tightly on one or two particular domains versus other domains.

## V. References

### THE TURNAROUND LEADERSHIP PROGRAM EVALUATION PLAN

#### Program Description

The Turnaround Leadership Program (TLP) is offered in partnership by Generation Schools Network (GSN), Battelle for Kids (BFK), and Colorado State University-Global Campus (CSU-Global). Completion of the program will earn each participant 12 credit hours over a two-year period. Coaches are GSN and BFK education experts. The purpose of the TLP is for school-based and district-based teams to turn around school performance by building the team's capacity to create a high-impact, student-centered learning environment supported by a strong and inclusive schools culture. The teams will engage in a blended learning experience which will include on-site coaching and powerful tools, resources, and support from national education experts. The program is comprised of 12 modules grouped into four required courses. Completion of each course earns three graduate credits for a total of 12 graduate credits for nine identified TLP participants.

#### Goals of the Program

1. Leadership Capacity: To increase the leadership capacity of each participant, as measured by each participant's personalized learning goals based on the *Rubric for Evaluating Colorado's Principals and Assistant Principals*. Each participant is expected to move up at least one level from their initial rating on the rubric.
2. School Leadership Team: To develop a skilled School Leadership Team whose primary focus is the improvement of student performance, as evidenced by consistent schedules/timelines, identified team members, meeting and communication protocols and consistent documentation of both process and data.
3. Student Performance: To improve student performance by developing and implementing consistent processes to use student data to drive instruction across all classrooms for all students.

## Evaluation Plan

Table A: Evaluation Plan for Generation Schools Network Turnaround Leadership Program

| <b>Challenge or Opportunity: More than 180 Colorado schools on Colorado's Accountability Clock, many with little movement toward improvement</b>  |  |  |  |   |
|---|--|--|--|---|
| <b>Resources and Inputs</b>   | <b>Activities</b>  | <b>Outputs</b>   | <b>Outcomes</b>  | <b>Impact</b>   |
| <p>Funding provided by the Turnaround Leadership Grant (SB 14-124)</p> <p>A minimum of 3 willing TLP Participants from each District</p> <p>Expert Coaching, Program Development &amp; Implementation provided by GSN</p> <p>Online Formative Instructional Practice modules and BFK Coach provided by partner, Battelle For Kids</p> <p>Reduced tuition cost per credit hour and articulation to Principal Licensure Concentration courses provided by partner, Colorado State University-Global</p> | <p>Online instruction of four Turnaround Leadership Courses aligned to courses at CSU-Global in their Principal Licensure Concentration:</p> <ol style="list-style-type: none"> <li>1. Strategic Turnaround Leadership</li> <li>2. Instructional Turnaround Leadership</li> <li>3. School Culture and Equity for Turnaround Leadership</li> <li>4. Managerial Turnaround Leadership</li> </ol> <p>Face to Face &amp; Virtual Coaching</p> <p>Yearly Summer Retreats</p> <p>End-of-course evaluation of personalized learning goals</p> | <p>Turnaround-specific content knowledge in: leadership, data analysis, strategic planning, instructional practices, MTSS, instructional coaching, collaboration, social – emotional learning, school culture, college and career, school redesign, and parent/community engagement</p> <p>Determination of prioritized school needs across all areas above</p> <p>Development of Action Steps &amp; Implementation Benchmarks for Major Improvement Strategies in the UIP</p> <p>Creation of staff professional development plans and presentations</p> <p>UIP revision and monitoring for effective implementation</p> | <p>Each participant will move up at least one level from their initial rating on the rubric</p> <p>Nine participants will earn up to 12 graduate credit hours</p> <p>Two or more participants will enroll at CSU-Global to complete the Principal Licensure Concentration</p> <p>School Leadership Team has consistent schedules and timelines, identified team members, meeting and communication protocols and documentation of both process and data</p> <p>Student and process data will drive instruction across all classrooms for all students</p> <p>Implementation Benchmarks will be met for identified Major Improvement Strategies</p> | <p>The Turnaround Leadership capacity of each participant is increased</p> <p>A skilled School Leadership Team is developed, expanding the Turnaround Leadership pipeline in CO</p> <p>Student performance is improved with fewer schools in CO on the state's Accountability Clock</p> |
| <p><b>Process Measures:</b> Rubric for Evaluating Colorado's Principals and Assistant Principals; Number of Graduate-Level Credits Earned at CSU-Global; Case Studies; Building Leadership Team/School Leadership Team Surveys; Pre- and Post- Surveys of School Staff Members; UIP Student Performance Targets/Interim Measures; UIP Implementation Benchmarks</p>   |  |  |  |   |
| <p><b>External Variables:</b> Fidelity to implementation of UIP, consistency in participation from TLP participants across the 2-year program, teacher buy-in, support and accountability from TLP participants and district/school leaders</p>   |  |  |  |   |

# LEARN AS A TEAM... GROW AS A TEAM... LEAD AS A TEAM... TO MOVE YOUR SCHOOL FORWARD

## WHAT IS THE TURNAROUND LEADERSHIP PROGRAM?

School-based or district-based teams (3-5 leaders per team) are invited to engage in a journey to grow their individual and collective leadership skills to drive productive change. Participants will receive training, coaching, resources, and a powerful combination of supports along the way to help their school and district set goals, monitor progress, and drive results in closing achievement, opportunity, and workforce readiness gaps.

Generation Schools Network (GSN) collaborates with schools and districts to transform public education with tools that help school leaders reorganize and re-purpose the resources that districts already have—particularly talent, time, and technology—to create schools that simultaneously serve students, teachers, and industry well. Participants will receive training on how to implement proven practices from Battelle for Kids (BFK), a national not-for-profit organization committed to empowering teachers, developing leaders, and improving school systems to advance student-centered learning and ensure the growth and success of all.



### YEAR

# 1

Establish the leadership team, set the course, and eliminate barriers

### YEAR

# 2

Achieve big wins, embed high-quality instruction, and build positive culture

### YEAR

# 3

Demonstrate results, solve systemic issues, and monitor organizational progress

## PROGRAM FOCUS

### TURNAROUND FACTORS AND COMPETENCIES

- Build your personal understanding of best practices for school turnaround
- Gain insight on your own leadership ability and build a strong leadership team
- Align staff to achieve common goals and outcomes
- Use and build Turnaround Leader Competencies to increase student outcomes and model Colorado Principal Quality Standards

### DISTRIBUTED LEADERSHIP

- Engage a leadership team in driving change through ongoing support from experienced turnaround leaders through a collaborative site-based approach
- Receive formal training in the art of coaching to support adult learning

### HIGH-QUALITY INSTRUCTIONAL PRACTICES TO IMPROVE STUDENT OUTCOMES

- Experience BFK's Formative Instructional Practices (FIP) blended learning experience to build teachers' capacity to deliver high-quality instruction to reach diverse learners and close achievement gaps



**GRADUATE-LEVEL CERTIFICATE IN SCHOOL  
TURNAROUND LEADERSHIP OFFERED BY  
COLORADO-STATE UNIVERSITIES  
- GLOBAL CAMPUS**

### POSITIVE SCHOOL CULTURE THAT SUPPORTS THE WHOLE STUDENT

- Develop a plan to help every student achieve college and career readiness
- Support social emotional learning and development through advocacy
- Engage parents, business, and others in your school community
- Build personal and staff capacity to reach students from disadvantaged backgrounds

### STRATEGIES AND STRUCTURES FOR SUSTAINABLE PROGRAMMING

- Attract and retain highly skilled teachers
- Garner community and district support
- Remove structural barriers to maximize use of time, talent, and technology
- Distribute leadership and develop a cadre of internal instructional leaders